

A Thesis Submitted for the Degree of PhD at the University of Warwick

Permanent WRAP URL:

<http://wrap.warwick.ac.uk/134714>

Copyright and reuse:

This thesis is made available online and is protected by original copyright.

Please scroll down to view the document itself.

Please refer to the repository record for this item for information to help you to cite it.

Our policy information is available from the repository home page.

For more information, please contact the WRAP Team at: wrap@warwick.ac.uk

**Leadership styles and choices: a mixed method investigation of
leadership theories (transformational, transactional and passive) and
their practical influence in Saudi Arabian state boys' secondary schools**

Abdullah Alharbi

A thesis submitted in partial fulfilment of the requirements for the Degree of Doctor of

Philosophy in Education

Centre for Education Studies

University of Warwick

January 2019

Contents

Contents	i
List of Tables	v
List of Figures	vi
Acknowledgments	vii
Declaration	viii
Abstract.....	ix
Abbreviations.....	xi
Chapter 1: Introduction.....	1
1.1 Introduction.....	1
1.2 The need for an effective leadership.....	1
1.3 Rationale of the Study	6
1.4 Statement of the Problem	10
1.5 Purpose of the study	11
1.6 Research questions	11
1.7 Hypotheses	13
1.8 Conceptual framework	14
1.9 Definition of key terms.....	19
1.10 Scope of the study.....	21
1.11 Significance of the Study	21
1.12 Background of the study	24
1.12.1 Location.....	24
1.12.2 Saudi economy.....	25
1.12.3 Saudi culture.....	26
1.12.4 Buraydah city.....	28
1.12.5 Development of education in Saudi Arabia	29
1.12.6 The school workforce and the education system in Saudi Arabia	30
1.12.7 The educational reforms in Saudi Arabia.....	33
1.12.8 The educational challenges in Saudi Arabia.....	36
1.13 Structure of the thesis	39
Chapter 2: Literature review	41
2.1 Introduction.....	41
2.2 Definitions of leadership.....	42
2.3 The importance of the school principal	46

2.4 The evolution of leadership theories.....	51
2.4.1 Traits theory.....	51
2.4.2 Behavioural or styles theory	54
2.4.3 Situational theory	60
2.4.4 Instructional theory.....	62
2.4.5 The full range of leadership theory.....	63
2.5 Job satisfaction	81
2.6 Extra effort.....	83
2.7 Empirical studies	83
2.7.1 Meta-analysis.....	84
2.7.2 Individual studies	92
2.7.3 Arab and Saudi studies	96
2.8 Chapter summary.....	101
Chapter 3: Methodology.....	104
3.1 Introduction.....	104
3.2 Purpose of the study	104
3.3. Research paradigms.....	104
3.3.1 Positivist paradigm.....	105
3.3.2 Interpretivist paradigm	106
3.3.3 Pragmatic paradigm.....	107
3.4 Research design	110
3.4.1. The quantitative phase	111
3.4.2. The qualitative phase	113
3.4.3. Rationale for using a mixed method approach	114
3.5 Population	116
3.6 Sampling.....	117
3.7 Data collection	119
3.7.1 Survey phase	120
3.7.2 The open-ended qualitative question	127
3.7.3 Interview phase	128
3.8 Piloting	135
3.8.1 Piloting the MLQ.....	135
3.8.2 Piloting the interview questions	137
3.9 Study assumptions	138
3.10 Ethical considerations	139

3.11 Data analysis.....	141
3.11.1 First phase analyses	142
3.11.2 Second phase analysis	144
3.12 Chapter summary.....	148
Chapter 4: Findings.....	149
4.1 Introduction.....	149
4.2 The survey response rate.....	149
4.3 Demographic data: descriptive analysis	150
4.4 The MLQ survey descriptive analysis	152
4.4.1 The transformational leadership style descriptive analysis	153
4.4.2 The transactional leadership style descriptive analysis	155
4.4.3 The passive leadership style descriptive analysis	156
4.4.4 The distribution of the MLQ score.	156
4.5 Descriptive analysis of leadership styles outcomes	158
4.6 MLQ inferential statistical analysis (correlation)	159
4.6.1 Transformational leadership style correlation	160
4.6.2 Transactional leadership style correlation	162
4.6.3 Passive leadership style correlation	164
4.7 Qualitative findings	166
4.7.1 Styles used	166
4.7.2 Effective leader.....	177
4.8 Chapter summary.....	190
Chapter 5: Discussion.....	192
5.1 Introduction.....	192
5.2. Styles used	192
5.2.1 Transformational leadership style survey and interview findings	192
5.2.2 Transactional leadership style survey and interview findings.....	194
5.2.3 Situational leadership style interview findings	196
5.3 Correlations findings	199
5.3.1 Transformational correlation.....	200
5.3.2 Transactional correlation	201
5.3.3 Passive correlation	202
5.4 Effective leader.....	203
5.4.1 Transformational attributes	203
5.4.2 Transactional attributes.....	217

5.5 Chapter summary.....	219
Chapter 6: Conclusion	221
6.1 Summary of the study.....	221
6.2 Contribution of the study.....	224
6.3 Limitations of the study.....	226
6.4 Recommendations	229
6.4.1 Leaders and teachers	229
6.4.2 Policy makers	232
6.5 Further research.....	236
6.6 Critical reflections	238
References	242
Appendix A: The University of Warwick ethical approval.....	263
Appendix B: Permission form to use the MLQ.....	268
Appendix C: MOE permission (English version)	269
Appendix D: MOE permission (Arabic version).	270
Appendix E: MLQ leader questionnaire form (English version)	271
Appendix F: MLQ leader questionnaire form (Arabic version)	273
Appendix G: MLQ teacher questionnaire form (English version)	275
Appendix H: MLQ teacher questionnaire form (Arabic version).....	277
Appendix I: Informed consent form leader survey (English version)	279
Appendix J: Informed consent form leader survey (Arabic version)	280
Appendix K: Informed consent form teacher survey (English version)	281
Appendix L: Informed consent form teacher survey (Arabic version)	282
Appendix M: Leader interview questions (English version)	283
Appendix N: Leader interview questions (Arabic version).....	284
Appendix O: Teacher interview questions (English version)	285
Appendix P: Teacher interview questions (Arabic version).....	286
Appendix Q: Informed consent form leader interview (English version)	287
Appendix R: Informed consent form leader interview (Arabic version)	288
Appendix S: Informed consent form teacher interview (English version).....	289
Appendix T: Informed consent form teacher interview (Arabic version)	290
Appendix U: Worked examples of how the researcher coded the qualitative data	291

List of Tables

TABLE 1: RESEARCH QUESTIONS PHASE ONE.....	12
TABLE 2: RESEARCH QUESTIONS PHASE TWO.....	13
TABLE 3: HUBER AND WEST: PHASES OF LEADERSHIP DEVELOPMENT THEORIES.....	51
TABLE 4: THE MANAGERIAL GRID THEORY BEHAVIOURS.....	58
TABLE 5: THE STUDY POPULATION.....	117
TABLE 6: THE TWO-PHASE SAMPLING	118
TABLE 7: TRANSFORMATIONAL LEADERSHIP STYLE AND THEIR RELATED QUESTIONS.....	121
TABLE 8: TRANSACTIONAL LEADERSHIP STYLE AND THEIR RELATED QUESTIONS	122
TABLE 9: PASSIVE LEADERSHIP STYLE AND THEIR RELATED QUESTIONS.....	123
TABLE 10: OUTCOMES AND THEIR RELATED QUESTIONS.....	123
TABLE 11: THE LIKERT SCALE VALUE MEASUREMENT FOR THE MLQ.....	125
TABLE 12: DESCRIPTIVE STATISTICS FOR THE TF STYLE AND ITS FACTORS.....	154
TABLE 13: DESCRIPTIVE STATISTICS FOR THE TS STYLE AND ITS TWO FACTORS	155
TABLE 14: DESCRIPTIVE STATISTICS FOR THE PASSIVE LEADERSHIP STYLE AND ITS TWO FACTORS.....	156
TABLE 15: DESCRIPTIVE STATISTICS FOR THE THREE LEADERSHIP STYLES OUTCOMES.....	159
TABLE 16: NORMALITY TEST FOR THE DEPENDENT VARIABLES.....	160
TABLE 17: SPEARMAN CORRELATION FOR THE TF AND ITS FACTORS.....	161
TABLE 18: SPEARMAN CORRELATION FOR THE TS STYLE AND ITS FACTORS.....	163
TABLE 19: SPEARMAN CORRELATION FOR THE PASSIVE AND ITS FACTORS.....	165

List of Figures

FIGURE 1 THE GRAPHICAL CONCEPTUAL FRAMEWORK (THE FULL RANGE OF LEADERSHIP THEORY)...	16
FIGURE 2 SAUDI MAP AND THE CITY OF BURAYDAH.....	28
FIGURE 3: THE RESPONSE RATE.....	150
FIGURE 4: THE PARTICIPANTS' AGE.....	151
FIGURE 5: THE PARTICIPANTS' QUALIFICATION.....	151
FIGURE 6: THE PARTICIPANTS' YEARS OF EXPERIENCE.....	152
FIGURE 7: INDIVIDUAL CONSIDERATION MEAN SCORES.....	154
FIGURE 8: MANAGEMENT BY EXCEPTION ACTIVE MEAN SCORE.....	155
FIGURE 9: THE DISTRIBUTION OF THE MLQ - TEACHERS' RESPONSES.....	157
FIGURE 10: THE DISTRIBUTION OF THE MLQ – LEADERS' RESPONSES.....	158
FIGURE 11: SPEARMAN CORRELATION FOR THE TS LEADERSHIP AND EEF.....	161
FIGURE 12: SPEARMAN CORRELATION FOR THE TS AND EFFECTIVENESS (R=49).....	164
FIGURE 13: SPEARMAN CORRELATION FOR THE PASSIVE AND SATISFACTION.....	165
FIGURE 14: ATTRIBUTES OF THE TRANSFORMATIONAL LEADERSHIP STYLE.....	167
FIGURE 15: ATTRIBUTES OF THE TRANSACTIONAL LEADERSHIP STYLE.....	173
FIGURE 16: ATTRIBUTES OF THE SITUATIONAL LEADERSHIP STYLE.....	175
FIGURE 17: ATTRIBUTES ASSOCIATED WITH TRANSFORMATIONAL LEADERSHIP STYLE.....	177
FIGURE 18: ATTRIBUTES ASSOCIATED WITH THE TRANSACTIONAL LEADERSHIP STYLE.....	188

Acknowledgments

The PhD is not an easy journey. A network of support is essential for success. I would like to express all my sincere gratitude to my supervisor, Associate Professor: Ian Abbott, who offered his support, guidance, encouragement and patience throughout the research process; without his effective and critical feedback and valuable comments this PhD would not have been achieved. Additionally, I would like to thank Dr. Michael Hammond for his useful feedback and critical comments during my early years of study. Furthermore, I am grateful to Donna Jay, Postgraduate Research Programmes Officer, and to all the staff at the Centre for Education Studies at the University of Warwick for their practical support and effective feedback.

Additionally, I would like to thank the University of Warwick for accepting me as a student; I am very proud of being a member of a university that is world-renowned for high-quality research.

I would like to express my profound gratitude to my wonderful mum, Rogiah, and my great father Mohammed, my wife Nada and my two children Leen and Mohammed for their support, encouragement, and inspiration. Furthermore, my thanks goes to my brothers and sisters for their concerns and supports.

Also, I would like to express my appreciation to the Ministry of Education (MOE) in Saudi Arabia for sponsoring my studies. Finally, I am grateful to all school principals and teachers who were involved in this project and who generously shared their valuable time.

Declaration

I confirm that the work in this thesis is the author's own work and where there is a work of others it has been explicitly acknowledged to them appropriately. In addition, I confirm that this thesis has not been published or submitted for any degree to any other universities.

Abdullah Alharbi

Abstract

This study examined how a traditional society such as Saudi Arabia that is currently experiencing significant reforms has employed various theories of leadership originally developed and applied in the West. Specifically, the research chiefly evaluated the usage and effectiveness of three leadership styles: transformation, transactional, passive; with passing reference where appropriate to situational leadership.

This study applied a sequential mixed method design which consisted of a two-phase survey and interviews. The sample size for this study was 271 (questionnaires), which were distributed to leaders and teachers; 30 leaders and teachers were also interviewed. In the first phase, the aim was to explore the implemented leadership styles (leaders' daily behaviour and actions) in Saudi Arabian boys' secondary state schools. Further, the aim was to determine the relationship between the full range of leadership theory developed by Bass and Avolio (1994), and teachers making an extra effort, teacher's job satisfaction and leader effectiveness. In the second phase, these leadership styles were evaluated in greater depth, exploring what school principals and teachers thought were the characteristics that distinguished an effective leader. Descriptive and correlational analysis techniques were employed in the first phase. A thematic analysis technique was utilized for the second phase.

Evidence from this study demonstrated that the transformational leadership style was most used by school principals, followed by the transactional and then situational leadership styles. Moreover, it was evident that the transformational and transactional leadership styles were positively correlated with the specified outcomes. The results of the second phase also confirmed that transformational leadership behaviours were frequently mentioned by the participants. In addition, in order for principals to be effective they should employ some attributes of the transformational leadership style, such as being a role model, visionary and providing training for teachers. In addition, they should employ some attributes of the transactional leadership style, such as using rewards and critical reporting approaches. In

summary, this study found that effective leaders combine transformational and transactional attributes. To be more effective, principals should use the transformational leadership behaviours more than transactional behaviours. The research is therefore a relevant and timely contribution to research on the effectiveness and improvement of the Saudi educational system, where theories are increasingly informing practice.

In a Saudi context the adoption of a transformational approach to leadership should be progressive and gradual as the traditional system is still strongly accustomed to transactional leadership. The significance of ethical features of leadership such as respect, trust and vision were emphasized by the participants, especially by teachers, who were evidently more open to innovation than their more traditional leaders. Teachers also called for improved communications. It was stressed that teachers and leaders need more effective and more appropriate training courses. These points should be adopted by the MOE in future planning and development, to improve the effectiveness of leadership and to create a more modern educational system that works best for Saudi Arabia.

Abbreviations

CR	Contingent Reward
EE	Extra Efforts
EFF	Effectiveness
IIA	Idealized Influence Attributed
IIB	Idealized Influence Behaviour
IS	Intellectual Stimulation
IC	Individual Consideration
LF	Laissez-Faire
MLQ	Multifactor Leadership Questionnaire
MOE	Ministry of Education
MBEA	Management-by-Exception (Active)
MBEP	Management-by-Exception (Passive)
SAT	Satisfaction
SPSS	Statistical Package for the Social Sciences
TF	Transformational Leadership
TS	Transactional Leadership

Chapter 1: Introduction

1.1 Introduction

This chapter consists of two parts. In the first part, it provides a brief introduction regarding the need for effective leadership, the rationale of the study, the problem statement, the purpose of the study, the research questions (objectives), the study's hypotheses, the conceptual framework, definitions of key terms, and the scope and significance of the study. In the second part, there is a discussion of the study's context, such as the background of the study, the study location, the economic situation in Saudi Arabia, Saudi culture, Buraydah city, the development of the education system in Saudi Arabia, outlines of the education system in Saudi Arabia, the educational reforms, the major challenges facing the education system. Finally, this chapter will be concluded by highlighting the structure of the whole thesis.

1.2 The need for an effective leadership

Having an effective leader is one of the most important objectives in today's organisations. There is a strong emphasis on leadership, because of its significant impact on organisations. For instance, Burns (1978:1) stressed that "one of the most universal cravings of our time is a hunger for compelling and creative leadership". Clark and Clark (1996:1) described that "the interest in leadership is amply attested by the number of articles appearing regularly in newspapers and magazines". Lowe et al. (1996:419) also explained that "the development of effective and sustained leadership is a central concern for most organizations". Onorato (2013) noted that researchers at present are trying to investigate the significant role of leaders on school performance. Recently, Alenazi et al. (2017) emphasised that organisations are now seeking for a leader who can make a difference to their staff. This investigation aims to understand what a leader can do in order to enhance schools and staff performance, and what qualities leaders should have in order to be more effective. Winokur and Sperandio

(2016:192) argued that “improving teacher practice is an essential component of school system reform efforts around the globe”. More recently, Middlewood and Abbott (2017:3) argued that “improving employee performance, at all levels, has been at the core of reforms that have been taking place in the public sector in many countries since the mid-1990s”. Consequently, leaders need to be more close to their staff in terms of their training needs, supports and sharing power, which might help their staff in their practice in the classroom.

In the past, people perceived effective leaders as those who have some skills and traits which allow them to be effective (Stogdill, 1948; Yukl, 2013). However, this approach no longer works effectively in order to lead today's complex organisations, which require several skills that cannot all be found in one individual. Middlewood and Abbott (2017) stressed that the hierarchical leadership approach no longer works effectively in today's schools. In addition, Wahlstrom and Louis (2008) highlighted that leaders, especially those in secondary schools, do not possess all the knowledge and skills that they need. Effective leaders are those who use various approaches in order to meet their organisation's challenges, such as morality and sharing power with their staff. Day et al. (2001) concluded that in this era, it is likely that dealing with individuals in moral ways, and through building better relationships, achieves far better results in terms of employees' motivations and commitment than using a hierarchical approach. Similarly, Hoy and Brown (1988:23) argued that an effective leader “involves willing rather than forced compliance; hence, a major concern of school principals should be to find strategies to increase the zone of acceptance among teachers”. Accordingly, there is an urgent need for leaders who can work effectively with their staff to improve their performance.

Bogler (2001) from 754 teachers; and Nir and Kranot (2006) from 79 elementary school teachers found that, when leaders respond to the needs and preferences of their staff in ethical ways, acting as a role model, a visionary, or a trainer, this contributed to staff being more satisfied and more motivated. This behaviour will positively affect school performance.

These aspects of behaviour (factors) constitute the transformational leadership style. Substantially, this type of leadership style pays particular attention to the ethical side of character in order to enhance staff performance. Northouse (2016:161) argued that this type of leadership is “concerned with emotions, values, ethics, standards, and long-term goals. It includes assessing followers’ motives, satisfying their needs, and treating them as full human beings”. In this respect, Middlewood and Abbott (2017:19) highlighted an important ethical element in organisations, emphasizing that the school principal should care about applying high morals, otherwise staff will not listen to what their leader is saying, and they will not make the necessary effort. Therefore, by using the ethical side of character mentioned above, leaders can be more effective and have more motivated staff, which are key features of the transformational leadership style.

Research findings have led to various conclusions about the effectiveness of transformational leadership. For example, Bass (1999:22) observed that “transformational factors are usually found more highly correlated with outcomes in effectiveness and satisfaction of colleagues” compared to other leadership styles, such as the transactional and the passive. Warrick (2011:11) stated that “nothing moves a group faster toward achievement, than having capable transformational leaders”. In addition, Northouse (2016:161) has explained that “transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them”. Furthermore, Middlewood and Abbott (2017) announced that in order to have a high performance from the staff, it is the duty of the school leader to be aware of what motivates them, which involves a deeper understanding of their feelings and the school context. In this study, the researcher defines effectiveness as building good relationships with the staff, dealing with staff in a high moral manner, considering their professional needs, helping them to be more motivated and more industrious, enabling them to be more satisfied and more productive in the workplace. The effect of leadership on pupil outcomes has not been measured in this project. In summary,

the effectiveness and success of employees' performance depends on their leader's daily behaviours and actions; they promote expertise, vision, shared practices, and other good attributes, which help to create a productive learning environment.

In terms of the Saudi context, the MOE encourages school principals to work more closely with their teachers; they also encourage leaders to use a moral and humane approach in order to improve staff performance. In addition, they encourage leaders to provide teachers with more freedom and more power to act independently to enhance their performance. For instance, several attempts have been made by the MOE to inspire school principals to act in their schools as a role model, respecting their staff, providing them with training, rewarding good performance and sharing school responsibilities (MOE, 2018, and Tatweer, 2014). Khalil and Karim (2016:513) have stated that "the ministry has sought to decentralize many procedures that impact day-to-day school operations". However, such decentralization is at an early stage of development; it has not yet had a major impact on school or management culture. Some principals have started to consider these aspects due to the enormous pressure and major reforms that have taken place throughout the entire country, including schools. Further, these principals are aware of the importance of being a role model, trusting, respecting others and providing training for staff, in order to improve school performance (MOE, 2018, and Tatweer, 2014). This may apply to young leaders who are more open to innovations than the older generation of leaders.

However, research in the Saudi schools' context has consistently shown that teachers often complain about the problem of centralization in the educational system, which makes them less satisfied and less motivated. For instance, they argue that the implementation of a hierarchical leadership approach still exists and is practised in Saudi schools. For instance, Algarni and Male (2014) explain that in Saudi Arabia the school leader is typically considered the sole leader of the school, with an emphasis on being a manager rather than a leader who makes major changes. More recently, Marghalani (2018:612) argued that one of the "distinct

features” of Saudi education is “a highly centralized system of education”. Based on the ideas of Hofstede (2001), stronger evidence is provided by Almalki and Ganong (2018), who emphasised that Saudi Arabia recorded a high score on power distance (95%), which reveals that Saudi Arabia is a hierarchical society. This finding was attributed to the influence of religion and culture. Bearing in mind the significance of these comments, the role of institutional systems and their impact on leadership will be a key factor in this research.

An effective leader depends not only on leadership style that could be applied from one context to other, but also depends on circumstances and culture, which might have a significant impact on the leader’s effectiveness. For instance, it is not appropriate to consider a leadership style that has proven successful in one context and apply it to another context. This issue has not been sufficiently acknowledged in the past when researchers assumed that leadership theories were universal. Several researchers have argued that culture and context are important aspects that need to be considered in order to make the use of a leadership style more effective. For instance, Algarni and Male (2014) argued that a leadership style cannot be used in each context in the same way; leaders ought to use the most appropriate leadership style for their schools. Also, cultural and contextual factors have been outlined by Bush and Middlewood (2013), who argued that culture undoubtedly has an impact on various perceptions of teachers and their performance. Shapira-Lishchinsky and Lishcka (2018:1129) from their study found that “certain specific leadership aspects are probably culture-dependent”. For instance, they found that “Israeli teachers perceive their school principals” as transformational “to be significantly higher than do US teachers in all five dimensions”. It is, therefore, urgent to ascertain whether the Saudi culture and context will be able to accept new approaches to leadership that have been adopted and used widely in Western societies.

Therefore, this study aims to explore the applicability of the Multifactor Leadership Questionnaire (MLQ) in the Saudi context; and seeks to determine their influence in boys’

secondary schools. Specifically, the MLQ was first designed in America in 1985 by Bass and has been widely used to investigate three different leadership styles and their outcomes. In addition, this study explored which of a good leader's behaviours were deemed by teachers to be motivational or desirable. Furthermore, the aim was to understand what qualities and skills a school principal needs to employ or develop to be more effective. More detailed of a school leader's behaviour and theoretical models will be provided in the literature review chapter.

1.3 Rationale of the Study

It is important for researcher to explain the rationale, what motivated them to undertake the research. In this regard, the researcher served as a teacher (2004-2010) before pursuing further education (M.A. School Improvement and Educational Leadership, at the University of Birmingham, 2014) and starting a PhD at Warwick (2015). These experiences of theory and practice have helped the researcher to develop a critical insight into the leadership problems and needs of staff in a school. In more general terms, the teaching and research career has enabled the researcher to step back from the Saudi system and explore education in an international context, with a better understanding of the various theories and practices to leadership. In summary, there are six motivational factors that provoked the researcher to undertake this research.

In the first case, it was evident that there was a shortage of empirical research that had investigated the application of various types of leadership theories in Saudi Arabia, and how they had an impact on an organisation's performance. In fact, leadership theories were originally invented and developed in Western culture and few of these theories have been examined in terms of their applicability within Saudi culture (Algarni and Male, 2014). Likewise, Oplatka and Arar (2017) argued that Arab society has a scarcity of leadership-related studies. They also commented that Arab societies are quite different from Western societies, culturally and socially. Furthermore, Abdalla and Al-Homoud (2001) noted that

Arab researchers have not taken much interest in leadership studies and its effects, especially in the Arabian Gulf. This is due to the difficulty of researching leadership theories and how to relate them to a significantly different culture. Therefore, there is an urgent need to research the application of these new leadership theories within the Saudi context, especially given the educational reforms since 2015. Accordingly, through this research new perspectives from different school cultures and contexts will be explored in terms of the impact of leadership behaviour on teachers' performance.

The second justification to undertake this research is that face-to-face interviews have not been sufficiently used; indeed, there has been a lack of qualitative research to obtain a deeper understanding of a school's effectiveness in the Arabic context. Oplatka and Arar (2017) reported four weaknesses in Arabic studies in the leadership field: first, most research in the leadership field is survey-based studies. Second, even if there is a qualitative investigation the sample is too small. Third, researchers did not employ a semi-structured interview that allows for a deeper investigation of the topic. Fourth, there were methodological weaknesses; specifically, there were problems reconciling different accounts derived from the quantitative and qualitative, with the result that a 'coherent' narrative was not possible. Add to that, leadership styles and their influence are based on people's experience; therefore, interviewing is an important element in this case. Gonaim and Peters (2017:16) stated that "providing the participants the opportunity to express their views through interviews allowed them to ground the data on an authentic platform of relevant experience". Also, one of the participants interviewed in this study argued that the reality of how schools operate could only be understood by interviewing staff, so the researcher realised that interviewing should be used with the surveys. Another participant interviewed in this study also commented that a quantitative survey is not an effective tool for gaining a deeper understanding of teachers' experiences of different leadership styles and their effects. In summary, there has been an unwillingness to use the interview method for collecting data for studies in the Saudi context.

Therefore, the use of the interview should provide different perspectives of leaders' and teachers' experiences of different leadership styles and their effect.

Thirdly, the researcher identified that there was a need to evaluate the implications of the reforms that have taken place in Saudi Arabia since 2015. Marghalani (2018:622) argued that "the reforms would be effective if the outcomes were studied and evaluated carefully". Therefore, it is necessary to understand the leadership styles that have been recently implemented and introduced (the transformational) as a model in Saudi schools (Tatweer, 2014). Accordingly, it is timely to evaluate the effectiveness of this leadership style and its application in the Saudi context. Furthermore, it is worth investigating this issue to comprehend whether schools' principals have in reality been implementing these types of leadership. Moreover, knowing what might prevent school principals from implementing these leadership styles is also an important aspect of this study. Consequently, it might be possible to solve these issues, or determine which model is likely to be most effective in the Saudi context.

The fourth reason that motivated the researcher to undertake this research was the recognition that leaders do not have enough knowledge of the advantages and positive outcomes of implementing different leadership styles and their effects. Najai (1987:24) has noted that given "the shortage of qualified Saudi administrators and the rapid expansion of schools" [...], "principals were of necessity recruited primarily from the rank of teachers [...]" many school principals acquired in this manner were not qualified for their job". More recently, Algarni and Male (2014:54-55) have identified the need for the provision of more professional training for leaders in the Saudi educational context; there should be an emphasis on "important areas that have direct influence on learning and teaching, such as [...] group dynamics, organisational theory and various teaching approaches. Training programmes should be linked to policies in order to prepare leaders to implement policies and strategies appropriately". Again, the researcher's judgments have been informed by his

experience of Saudi schools and by his critical awareness of contemporary leadership theories and practices.

Fifth, the researcher was motivated to undertake this research as he has witnessed the unsatisfactory school performance in Saudi Arabia. It is reported that Saudi education is ranked at a low level due to low performing schools compared to other countries (Courington and Zuabi, 2011). Therefore, the researcher seeking to investigate to what extent the transformational leadership approach is the most suitable to deal with the key changes now happening in Saudi education.

The sixth rationale that motivated the researcher to undertake this research was that there has often been a failure or an unwillingness to implement research recommendations in Saudi Arabia. One of the challenges that the educational reforms in Saudi Arabia face is the limited use of scientific (evidence-based) research (Al-issa, 2009). In addition, one of the school leader who participated in this study complained that he provided an interesting result from a study that he conducted into achieving school outcomes. However, the MOE did not pay attention to the recommendations provided from his study. In another example, when approval for this study had been obtained from the MOE, a policy manager in the MOE complained that there is some evidence-based research; however, there is no effective use of these evidence-based studies in schools. There is limited interest in the idea of implementing best practice in schools. Therefore, this study will highlight this problem, in the hope that the MOE might take this issue more seriously and try to implement recommendations and improved practices in schools. The international experience gained by new staff ought to support this gradual process of openness to reform. Leithwood et al. (2017) argued that one of the main objective of the study of leadership is to search for the best practices that can be widely shared. Wiseman (2010:2) stated that “it is increasingly taken for granted that policymakers will make decisions that are evidence based rather than based on intuition or belief”. Therefore, the outcome of this study should be more likely to be successful in the

present, as the country is now experiencing a significant stage of major reforms in various fields including education. Nonetheless, it is essential for the school leader to think carefully about these practices and adapt them to his or her school appropriately. Wiseman (2010) argued that best practice approach:

Can be tautological. In other words, educational policymaking based on 'best practices' often focuses only on what works in specific situations or with unique communities. Sometimes this approach does not address the intervening variables that may prevent what works in one context from having the same positive effect in other particularly difficult or inappropriate contexts (Wiseman, 2010:2)

Therefore, what might work in one context might not work well and appropriately in another context. Having explained the key motivators that encouraged the researcher to undertake this study, it is now necessary to define the problem of the study as a clear statement.

1.4 Statement of the Problem

In the Saudi context, many teachers appear to be poorly motivated and dissatisfied compared to other Gulf countries, which could have an impact on a school's performance (MOE; 2018). The daily behaviour of school principals can influence staff positively or negatively. For instance, there are principals who are close to their staff, who understand their needs and preferences in terms of their human and practical aspects. More specifically, a transformational leader can affect staff positively in terms of their motivation (Layton, 2003; Eyal and Roth, 2011; Thoonen et al., 2011 and Onorato, 2013), satisfaction (Layton, 2003; Bogler, 2001; Nguni et al., 2006; Nir and Kranot, 2006 and Chin, 2007), and commitment (Naile and Selesho, 2014). Bolger (2001) highlighted the significant role of enabling teachers to be more satisfied in their job, as this will be reflected positively in their practices in the classroom in terms of their extra effort. On the other hand, there are leaders who have a more distant approach to their staff and deal with them as a manager. Leithwood et al. (2017) argued that the various actions of leaders could have a negative impact; for example, there

are leaders who are autocratic; they are unresponsive to people's emotions, fail to listen to other opinions, and treat some employees preferentially. This approach is not an appropriate model in today's modern and complex school environment. Actions such as sharing power, acting as a role model, considering teacher's needs, preferences and trusting them might lead to a more effective staff. In summary, the problem identified is the ineffectiveness of leadership and its impact on teachers.

1.5 Purpose of the study

This study consisted of three purposes:

- Explore school principals' and teachers' perceptions of the application of the MLQ in Saudi Arabian boys state secondary schools.
- Determine the relationship between the leadership styles (transformational, transactional and passive) and teachers making an extra effort, teachers' job satisfaction and the leader's effectiveness.
- Investigate what characteristics school principals should have to be more effective.

Having briefly highlighted the purpose of the study, the research questions that guided this study also need to be clarified and explained.

1.6 Research questions

It is essential to consider the research questions that the researcher is planning to use. Aljasoly and Aldakhil (2000) emphasized that researchers must determine their study's research questions for best results. Creswell (2014:151) explained the importance of identifying the research questions as they "narrow the purpose statement and become major signposts for readers". Hammond and Wellington (2012:127) claimed that the question "encapsulates what the researcher is trying to find out and provides the direction and shape for the research". Therefore, in order to fulfil the study's objectives one main research question has been utilised. Creswell (2014:139) argued that it is an important aspect for researchers to "ask one

or two central research questions”. In addition, as this study applied a mixed approach, in the first phase, four research questions were employed. In the second phase, two research questions were also used. Creswell (2014:140) recommended that it is crucial with the main research question also to ask “five to seven subquestions”. Furthermore, Hammond and Wellington (2012:127) emphasised that research questions need to be “clear and doable”. Accordingly, there are the central research question and six subquestions that guided this study.

The central research question: What are school leaders’ and teachers’ perceptions of school leadership styles; and what are the reported consequences of these leadership styles in boys secondary state schools in Saudi Arabia?

However, in order to construct a clear understanding of the implemented leadership styles and their practical influence on teachers’ motivation and satisfaction, this question was divided into 6 sub-questions within two phases quantitative and qualitative (see below Table 1 and Table 2).

Table 1: Research questions phase one

RQ	Quantitative phase
RQ1	What are the leaders’ and teachers’ perspectives on the leadership style used as measured by the MLQ?
RQ2	Is there a relationship between the transformational leadership style and teachers making an extra effort, teachers’ job satisfaction and leader’s effectiveness?
RQ3	Is there a relationship between the transactional leadership style and teachers making an extra effort, teachers’ job satisfaction and leader’s effectiveness?
RQ4	Is there a relationship between the passive leadership style and teachers making an extra effort, teachers’ job satisfaction and leader’s effectiveness?

Table 2: Research questions phase two

RQ	Qualitative phase
RQ5	How do leaders and teachers describe the leadership style that is used in their schools?
RQ6	What are the characteristics that distinguish an effective leader?

Likewise, these formerly specified questions in the first phase have been hypothesised in order to examine their levels of usage and also their influence on teachers' performance. Accordingly, in the next section these hypotheses will be explained.

1.7 Hypotheses

Identifying a study's hypotheses makes the study more focused (Creswell, 2014). The hypotheses formulated for this study consisted of four aspects. First, the application of the MLQ. Second, the correlation of the transformational leadership style with teachers making an extra effort, teachers' job satisfaction and the leader's effectiveness. Third, the correlation of the transactional leadership style with teachers making an extra effort, teachers' job satisfaction and the leader's effectiveness. Fourth, the correlation of the passive leadership style with teachers making an extra effort, teachers' job satisfaction and leader's effectiveness. The next section shows null and alternative hypotheses that have been employed for the first phase. The hypotheses are designed to test the responses to the research questions (RQ1, 2, 3 and 4).

- H10: MLQ not applied to school leaders in secondary schools in Saudi Arabia.
- H1a: MLQ applied to the school leaders in secondary schools in Saudi Arabia.
- H20 There is no positive relationship between transformational leadership style and teachers making an extra effort, teachers' job satisfaction and leader's effectiveness.

- H2a: There is a positive relationship between the transformational leadership style and teachers making an extra effort, teachers' job satisfaction and leader's effectiveness.
- H30: There is no positive relationship between the transactional leadership style and teachers making an extra effort, teachers' job satisfaction and leader's effectiveness.
- H3a: There is a positive relationship between the transactional leadership style and teachers making an extra effort, teachers' job satisfaction and leader's effectiveness.
- H40: There is no positive relationship between the passive leadership style and teachers making an extra effort, teachers' job satisfaction and leader's effectiveness.
- H4a: There a positive relationship between the passive leadership style and teachers making an extra effort, teachers' job satisfaction and leader's effectiveness.

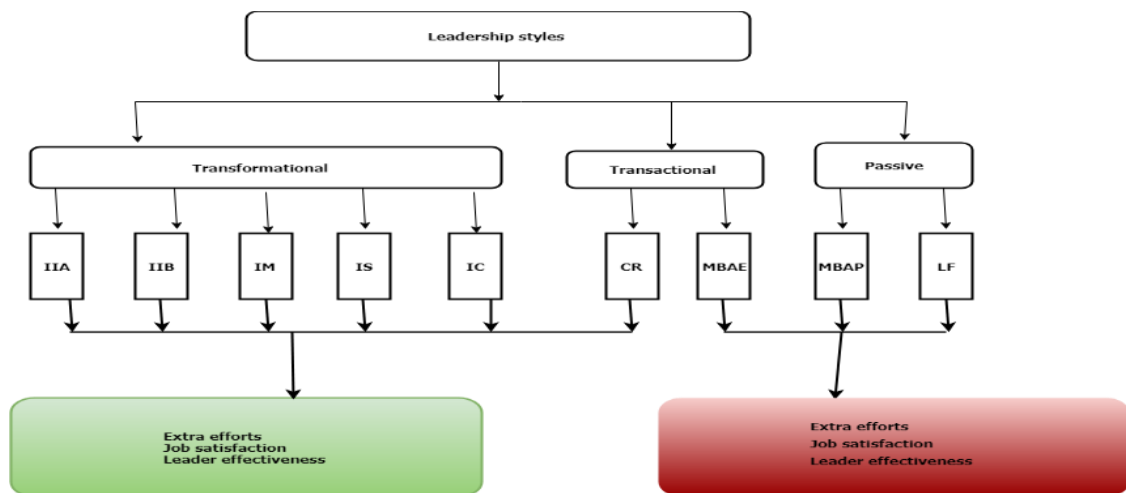
1.8 Conceptual framework

Defining which conceptual framework is most appropriate for a study is deemed an important aspect of research. The conceptual framework has been defined as: “a network, or “a plane,” of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena” (Jabareen, 2009:51). Additionally, it has been explained as “an argument that the concepts chosen for investigation, and any anticipated relationships among them, will be appropriate and useful given the research problem under investigation” (Lester, 2005:460). Robson (2011:67) point out the benefits of determining the conceptual framework as it makes the researcher's topic more focused, and enables the researcher to be clear about what he or she planning to research. Researchers have also highlighted the benefits of determining a conceptual framework, which allows researchers “to be selective—to decide which variables are most important, which relationships are likely to be the most meaningful, and, as a consequence, what information should be collected and analysed—at least at the outset” (Miles et al 2014:20). Therefore, the most important benefits of the

conceptual framework is setting boundaries for study, and knowing what is needed for a coherent study.

Accordingly, the conceptual framework for this study will be highlighted with reference to Bass and Avolio's full-range of leadership model (Bass and Avolio, 1994), which was used for this study as the primary conceptual framework. This model consists of three types of leadership style (transformational, transactional and passive) and three outcomes of these leadership styles (staff making an extra effort, staff job satisfaction and leader effectiveness). The conceptual framework created by Bass and Avolio's full-range of leadership model will be described in two ways: graphically and narratively. Miles et al. (2014) reported that the conceptual framework in a research study can be described graphically, or in a form of narrative. In the conceptual framework process, the researcher outlines the main aspects that need to be investigated. Therefore, the conceptual framework for this study will be firstly explained graphically. It consisted of three models of leadership style: the transformational (with five subscales), transactional (with two subscales) and passive (with two subscales). In addition, it consisted of three outcomes: staff making an extra effort, staff satisfaction and leader effectiveness, which is a result of these different leadership styles. Figure 1 below shows the graph that has been used to explain this model. The red box means that these aspects affected negatively (the outcomes); however, the green box imply that these aspects affected positively.

Figure 1 the graphical conceptual framework (the full range of leadership theory)¹



In the next section the conceptual framework will be explained narratively to provide a clear understanding of the model used. Each of these leadership styles and their outcomes will be discussed.

The first style is the (*transformational style*), which originated with Downton (1973), whose book was entitled *Rebel Leadership: Commitment and Charisma in the Revolutionary Process*. Nonetheless, Burns (1978) was the first researcher who explored this model in more detail, and extended it by adding other behaviours. However, Bass (1985) extended this model further. Avolio and Bass (2004) stated that the transformational leadership style is based on the theory that leaders are characterised as inspiring, motivational, coaching and challenging. Bass (1995:467) also explained that such leaders “convert followers to disciples; they develop followers into leaders”. Furthermore, such leaders increase their staff “awareness and consciousness of what is really important, and move them to go beyond their own self-interests for the good of the larger entities to which they belong”. More detailed and evaluation of this type of leadership style and its influence will be clarified in the literature review chapter under (the full range of leadership theory) section.

¹ 1: IIA= Idealized Influence attributed; IIB = Idealized Influence behaviour; IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individualized Consideration. CR = Contingent Reward; MBEA = Management by Exception Active. MBEP = Management by Exception Passive; LF = Laissez-Faire.

Furthermore, the transformational leadership style consisted of five subscales (Bass, 1985). In summary, *Idealized influence* attributes and behaviours (IIA and IIB) characterise a leader who “behaves in admirable ways that cause followers to identify with the leader” (Judge and Piccolo, 2004:755). *Inspirational motivation* (IM) is characterised by a leader who “articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goal attainment, and provide meaning for the task at hand” (Judge and Piccolo, 2004:755). *Intellectual stimulation* (IS) examines “the degree to which the leader challenges assumptions, takes risks, and solicits followers’ ideas. Leaders with this trait stimulate and encourage creativity in their followers” (Judge and Piccolo, 2004:755). *Individual consideration* (IC) is characterised by a leader who “attends to each follower’s needs, acts as a mentor or coach to the follower, and listens to the follower’s concerns and needs” (Judge and Piccolo, 2004:755).

The second style is the (*transactional leadership style*), which is based on the theory that “leaders approach followers with an eye toward exchanging one thing for another” (Burns, 1978:4). It consists of two subscales: *contingent reward* (CR) and *management by exception active* (MBEA). Judge and Piccolo (2004:755) stated that contingent reward is characterised by a leader who “sets up constructive transactions or exchanges with followers” and “clarifies expectations and establishes the rewards for meeting these expectations”. Management by exception active (MBEA) is characterised by a leader who “takes corrective action on the basis of results of leader–follower transactions” (Judge and Piccolo, 2004:756).

The third style is the non-leadership style (*the passive leadership style*), which is based on the theory that the leader “acts only if the performance fails to meet the expected standards” (Bateh and Heyliger, 2014:38). The passive style consists of two models: *management by exception passive* (MBEP) and *laissez-faire* (LF). Management by exception passive (MBEP) is evident where leaders “wait until the behavior has created problems before taking action”

(Judge and Piccolo, 2004:756). Laissez-faire (LF) is defined as “the avoidance or absence of leadership” (Judge and Piccolo, 2004:756).

These three leadership styles and their factors described above have different effects on employees in terms of their extra effort, job satisfaction and leaders’ effectiveness. In more detail:

Extra Effort: The transformational leadership style and its five subscales and the contingent reward which is the subscale of the transactional leadership style have been found to be associated positively with staff making an extra effort (Judge and Piccolo, 2004; Geijsel et al. 2003). However, management by exception active (MBEA), which is a subscale of transactional leadership style was less effective in terms of staff extra effort (Judge and Piccolo, 2004). Management by exception passive (MBEP) as well as laissez-faire (LF), which is a part of the passive leadership style, have been associated negatively with staff making an extra effort (Judge and Piccolo, 2004).

Job satisfaction: The transformational leadership style and its five subscales and the contingent reward which is the subscale of the transactional leadership style were found to be associated positively with staff job satisfaction (Judge and Piccolo, 2004, and Bolger, 2001). Nonetheless, management by exception active (MBEA), which is a subscale of the transactional leadership style, was less effective. Management by exception passive (MBEP) and laissez-faire (LF) were found to be associated negatively with staff job satisfaction (Judge and Piccolo, 2004).

Leader’s effectiveness: The transformational leadership style and its five subscales have been found to be associated positively with leader effectiveness (Judge and Piccolo, 2004; Lowe et al 1996). However, management by exception passive (MBEP), as well as laissez-faire (LF) were found to be associated negatively with a leader’s effectiveness (Judge and Piccolo, 2004).

More detailed explanations of these three leadership styles and their positive and negative outcomes will be examined in the literature review chapter under (the full range of leadership theory and empirical studies) section. Having explained graphically and narratively, the conceptual framework that have been used in order to guide this study, the next section explores various key terms and definitions used in this study.

1.9 Definition of key terms

Importantly, several key terms need to be understood not only by the researcher, but also by those who are interested or motivated to read such research. Further, most leadership theories and approaches have been drawn from Western research (Judge and Piccolo, 2004; Lowe et al. 1996). However, this study was conducted in a different culture and society; therefore, it is necessary to understand the meanings of terms which may be affected by translation.

Leadership has been defined as “the process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2016:6).

Transformational leadership occurs “when one or more persons *engage* with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978:20).

Transactional leadership is defined as “when the leader rewards or disciplines the follower, depending on the adequacy of the follower’s behavior or performance” (Avolio, 2011:63).

The Multifactor Leadership Questionnaire (MLQ) is an instrument first developed by Bass (1985) and further revised by Bass and Avilo (1994), which measures three types of leadership style (transformational, transactional and passive) and three outcomes of these leadership styles (staff making an extra effort, staff job satisfaction and leader effectiveness).

Contingent reward is defined as the “degree to which the leader sets up constructive transactions or exchanges with followers: the leader clarifies expectations and establishes the rewards for meeting these expectations” (Judge and Piccolo, 2004:755).

Management by exception is defined as the “degree to which the leader takes corrective action on the basis of results of leader–follower transactions” (Judge and Piccolo, 2004:755).

Idealized influence is defined as “the degree to which the leader behaves in admirable ways that cause followers to identify with the leader” (Judge and Piccolo, 2004:755).

Inspirational motivation is defined as the “degree to which the leader articulates a vision that is appealing and inspiring to followers”. In addition, the leaders “challenge followers with high standards, communicate optimism about future goal attainment, and provide meaning for the task at hand” (Judge and Piccolo, 2004:755).

Intellectual stimulation is defined as “the degree to which the leader challenges assumptions, takes risks, and solicits followers’ ideas”; another feature is how leaders “stimulate and encourage creativity in their followers” (Judge and Piccolo, 2004:755).

Individualized consideration is defined as the “degree to which the leader attends to each follower’s needs, acts as a mentor or coach to the follower, and listens to the follower’s concerns and needs” (Judge and Piccolo, 2004:755).

A transformational leader is “one who raises the follower’s level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes” (Burns, 1978:141).

Transactional leader “approach followers with an eye toward exchanging” (Burns, 1978:4).

Passive leadership is when a leader “acts only if the performance fails to meet the expected standards” (Bateh and Heyliger, 2014:38).

Meta-analyses are “a range of quantitative techniques for synthesizing research regarding a specific topic” (Marzano and Waters, 2009:3).

1.10 Scope of the study

It is important to determine the scope of the study, making it specific and achievable. This study is confined to measuring secondary state school principals' leadership styles (transformational, transactional and passive) and their effects on three school outcomes (teachers making extra efforts, teachers' job satisfaction and leaders effectiveness). This study is restricted to state secondary boys' schools in the city of Buraydah in Saudi Arabia. Furthermore, the study only included male schools, as the researcher was not permitted to attend female schools. In this regard, Marghalani (2018:612) stated that one of the features of Saudi education is that there are “gender segregated schools”. Moreover, the scope of this study was limited to surveys followed by interviews conducted in two phases. Finally, the scope was also limited by time as the data collection was conducted from 26 February 2017 to 28 April 2017.

1.11 Significance of the Study

Clarifying the significance of the study is a substantial task when conducting research. For instance, researchers should outline the new theories that they are bringing to the field of interest. In addition, they must demonstrate what the benefits are from conducting a study. For instance, in this research, the main contribution was to examine the applicability of the MLQ instrument in the new context (Saudi Arabia) and in a different setting (secondary school). Moreover, there are also other important contributions from this study, which will be explained in more detail in this section.

First, there is a contribution from this study to the research field of leadership by establishing what is being currently implemented. More specifically, this was achieved by using the MLQ, which has not been used previously in Saudi Arabian secondary state schools context. For

instance, some school principals are using this new model, so it has immense value in providing evidence for the extent of its adoption (or adaptation) in the Saudi context. There is limited evidence in the available literature; for instance, few researchers have investigated the effect of different leadership styles on teachers' performance in Saudi Arabia. This study could provide new perspectives and help school staff and policy makers in government to understand how it is being applied (the transformational) in the Saudi context, bearing in mind that it was created and used widely within Western countries. Significantly, Pawar and Eastman (1997:82) have pointed out that research on "transformational leadership is influenced by the context and that there is a need to study the nature of contextual influences on the transformational leadership process". In addition, Bass (1985) explained the significance of understanding the culture of the organization and its impact on the use of transformational or more hierarchical approaches. Furthermore, Bass (1999) argued that there is an urgent need to understand what the impact of culture on transformational and transactional leadership style is, and to comprehend how these styles work in different environments and cultures. Accordingly, this study examines the context-dependent aspects of *perceptions* conveyed by teachers and leaders, which potentially challenge or modify assumptions that leadership styles are *universal*. More recently, Dimmock (2012) argued that despite the tremendous momentum of educational leadership studies, this area has brought us many theories, unfortunately there is a severe lack of examining these theories in different environments and cultures. Accordingly, this study aims to provide new data that is context dependent and that will enrich our understanding of leadership practice in contemporary Saudi culture.

Furthermore, Saudi Arabia is traditionally accustomed to hierarchical structural systems (Khalil and Karim, 2016). However, transformational leadership has just started to be implemented in Saudi schools. Therefore, it is timely to evaluate the implications of this kind of leadership style within the Saudi secondary schools context. Through this study the

researcher will be able to examine whether this approach will work effectively in a Saudi context, or it might be determined that it does not work at all. Pawar and Eastman (1997:101) concluded that “context influences organizational receptivity to transformational leadership”. Therefore, it is worth researching the application of these new leadership theories within the Saudi context in light of the critical commentary about context and cultural difference.

The second contribution of this study is the in-depth use of interviews to explain in detail how leadership is currently operating in schools. For instance, by implementing the interview approach, teachers and leaders have an opportunity to discuss various important experiences that might not be explored through surveys. Antonakis et al. (2003) argued that there is an urgent need to expand the examination of various types of leadership styles and their influence to include other tools such as interviews. Also, they claimed that the investigation of the full range of leadership theory (FRLT) needs to go beyond the questionnaire in order to understand what the leader does; however, we cannot know why he or she operates in that way. In addition, Bass (1999) claimed that a large number of studies have examined the transformational and transactional derived from questionnaires (especially from the MLQ), so there is an urgent need to use another tool - such as interview - to research these two types of leadership style. Furthermore, Denscombe (2010:173-174) suggested that if the researcher wants to understand what people feel and think, the optimal way to obtain this is to have a personal interview with them, which “is attuned to the intricacy of the subject matter”. Accordingly, these views influenced the researcher’s decision to probe more deeply into leadership practice and its perceived outcomes by using a qualitative approach (interviewing) in the research.

Furthermore, most studies conducted in a Saudi context have been restricted to surveys (Oplatka and Arar, 2017). Participants usually respond to the survey questions without expressing any attention. Scherp (2013:80) stated that “quantitative methods such as surveys

often suffer from a lack of depth and difficulties in knowing how the respondent has perceived the items”. Leadership, admittedly, is a highly complex subject. In addition, Wiseman (2010:5) argued that “more qualitative evidence is much less common”. Furthermore, Wiseman (2010) argued that “the research-based evidence that is used for official policymaking and educational agenda-setting is more quantitative in nature” in Arab context. Northouse (2016) asserted that although numerous studies have been written about leadership, scholars still face great difficulties in understanding this approach. Accordingly, in this study, the interviews aimed to provide a clearer representation of what is occurring in a complex environment, by asking staff about different approaches to leadership styles, and determining which are more important and effective than others. For instance, by using an interview, the participants will have an opportunity to explain these elements based on their own experiences. It is worth noting that, during my data collection period, one leader argued that in order to uncover the reality and to have a clearer and deeper understanding of what is operating on our schools, an interview approach is needed. He explained that teachers in our schools need to express their feelings and experiences. Having explained the significance of the study, however, it is important to describe the background which might affect the study’s result positively or negatively.

1.12 Background of the study

This section starts with a brief description of Saudi Arabian background such as location, Saudi economic, Saudi culture. Also, in this section different elements related to the study’s context, such as the development of education system in Saudi Arabia, the education system management in Saudi Arabia, the educational reforms, and finally, the challenges that face Saudi education in terms of leaders and teachers will be discussed.

1.12.1 Location

The Kingdom of Saudi Arabia is one of the largest countries in the Middle East region. Saudi Arabia occupies the largest part of the Arabian Peninsula. The country is located in the south-

west of Asia, bordered by the Red Sea, the Arabian Gulf and the UAE the United Arab Emirates, Qatar, northern Kuwait, Iraq, Jordan, South Yemen and Oman. Also, Saudi Arabia occupies four fifths of the Arabian Peninsula, an area of 2,250,000 square kilometres. Saudi Arabia has a population of 31.7 million (Royal Embassy of Saudi Arabia, 2018). Most of the population (70%) are aged 24 to 40 (General Authority for Statistics, 2018).

Wynbrandt (2004) stated that Saudi Arabia has three important aspects that make it an influential country: location, Mecca, and resources (oil). The Kingdom has a powerful influence on other Islamic countries as a result of the two Holy mosques. In the Saudi Vision, it is reported that “the Kingdom is the land of the two holy Mosques, the most sacred sites on earth, and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer” (Vision2030.gov.sa,2018:6).

1.12.2 Saudi economy

The country's wealth is based on natural gas and oil. The most important resource is oil production. These resources have enabled the country to be powerful in the region economically. Saudi Arabia has been ranked first in the world for its oil production and reserves, fifth in reserves of natural gas, tenth in the production of natural gas (Vision2030.gov.sa, 2018). Mohammed Bin Salman stated that Saudi Arabia has a wealth of resources; for example, there are plenty of gold and mineral resources, but the best and real investment is made in the new generation, enabling it to face contemporary challenges (Vision2030.gov.sa, 2018). Increasingly, the emphasis is on how to develop the younger generation. Therefore, Mohammed Bin Salman has stressed the important of developing people to be more effective, as well as providing more resources to reach this goal. The country has rapidly developed economically and educationally. Further, the country provides large budgets to many sectors including education to improve the quality of education (Royal Embassy of Saudi Arabia, 2018).

According to the International Monetary Fund (IMF) Saudi Arabia is ranked 43rd globally in terms of its GDP (2019). Also, the IMF stated that “economic reforms have started to yield positive results. [...] Reforms to the capital markets, legal framework, and business environment are progressing well”. Saudi Arabia is not isolated from globalization. In terms of education, many countries compete vigorously in the development and delivery of education. Saudi Arabia is considered one of the most important countries in investment in education, however, its ranking in education is still below that of many other advanced nations. In summary, the IMF concluded its analysis of Saudi Arabia’s reforms by discussing the need for a “strengthening” of education, training, and career development: “reforms are needed to improve educational outcomes and equip students with the skills in demand [...] The revamping of current vocational training programs and the acceleration of educational reforms will help” (IMF; 2019). In other words, there have been achievements but there is still a need for further progress.

1.12.3 Saudi culture

Smith and Abouammoh (2013) stated that there is an emphasis in the Saudi curriculum on religion and Islam, and there is a strong role simply for memorizing, rather than critical thinking. Islam is the foundation for the country; Islam is also the main influence on life in the country. Almalki and Ganong (2018) asserted that Saudi Arabian laws are based on Islam, also the Sunni Islamic doctrine is the adopted doctrine; the *Qur’an* and Sunnah are also embedded in the constitution of the country. Arabic is the official language used. It should be emphasised that Islamic culture highly values education, literacy and critical thinking. Also, the *Qur’an* stresses the significance of how people should be treated (human relationship) (Al-issa, 2009). Hammad and Shah (2018:757) stated that Saudi Arabia is an Islamic country, and the state follows Islam's approach to its life. Saudi schools are not religious schools, however, they apply the religious curriculum in their schools: “they adopt a religious approach to education and the ethos and environment of these schools is guided

by religious (Islamic) teachings”. This culture has a great impact on organisations in Saudi Arabia and how they operate within the system. Hammad and Shah (2018:775) from their study of international schools in Saudi Arabia noted “the powerful influence of cultural dissonance on school leadership”.

Saudi Arabia pays considerable attention to its traditions and its history. For instance, there are some characteristics that distinguish this country in terms of how people live and how people treat each other. Building on the ideas of Hofstede (2001), Northouse (2016) has highlighted the significance of cultural factors within Middle Eastern countries; for instance, in Middle Eastern countries, taking a risk is unusual; for instance, typically they take time to make a decision. In addition, there is more in-group collectivism, which means how much people are loyal to their families or religious ideas (Northouse, 2016). It is asserted that Middle Eastern countries have a high- degree of this aspect (Northouse; 2016). For instance, their families and religion have a major effect on their behaviours. However, Western scholars often generalize about all Arab or all Islamic countries, whereas in reality there are significant differences, for instance, between Turkey, Pakistan, Iran, and Saudi Arabia.

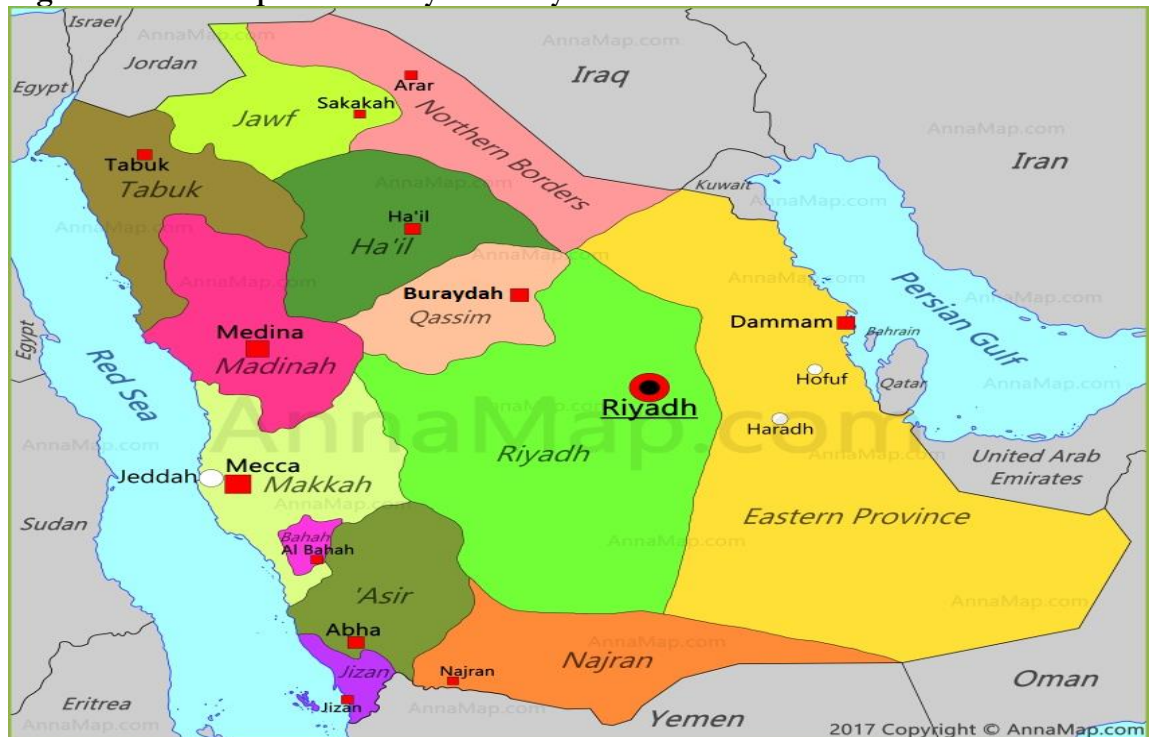
Future orientation is also another dimension; for instance, Northouse (2016) argued that many countries in the Arabian Gulf focus on the past; they tend to pay considerable attention to traditions and customs, preferring to be cautious in management. In addition, they are reluctant to introduce changes, for instance they consider change as a negative. In contrast, the approach of the United States is more towards being able to shape the future and accept change as a positive. Furthermore, Northouse (2016:433-434) argued that “in the Middle East, orderliness and consistency are not stressed, and people do not place heavy reliance on policies and procedures. There is a tendency to focus on current issues as opposed to attempting to control the future”. Therefore, these cultural differences can affect the use and the effectiveness of leadership styles.

1.12.4 Buraydah city

The city that has been selected for this study is Buraydah, which is located in the middle of Saudi Arabia; it is one of the biggest cities in Saudi Arabia. In addition, although the city also serves many different villages in terms of the education provided, the scope of this study will be restricted to Buraydah. According to the General Authority for Statistics (2018) this city has a population of 590312, of which 445956 are Saudi and 144356 non-Saudi (General Authority for Statistics, 2018).

There are different types of schools in the city of Buraydah, ranging from public to private. It also has public and private universities. As this a large city, there is the main educational district and various educational offices belonging to this educational district. For instance, it serves four education offices (North, South, East and West). The map below shows the location of Saudi Arabia as well as the city of Buraydah in the middle of the country (Qasim region) (General Authority for Statistics, 2018).

Figure 2 Saudi map and the city of Buraydah



In terms of state schools, this city has 188 primary schools with 31085 students and 2617 teachers. There are 99 intermediate schools with 14970 students and 1418 teachers. There

are 57 secondary schools with 12260 students and 1164 teachers. In terms of private education, there are 16 primary schools with 4427 students and 420 teachers; there are 13 intermediate schools with 1162 students and 137 teachers. Finally, there are 12 private secondary schools with 1839 students and 257 teachers (General Authority for Statistics, 2018)

1.12.5 Development of education in Saudi Arabia

Education in Saudi Arabia is free for all school stages (Marghalani, 2018). Education in Saudi Arabia has a long history; for instance, it started from mosques as informal schooling. Subsequently schools were formally established by King Abdul-Aziz. According to Alharbi and Almahdi (2012) the modern education system in Saudi Arabia dates back to 1932; King Abdulaziz established the MOE in 1945. Before the era of King Abdulaziz, there was an informal education system such as schools, Ketatyeb (informal community schools) and mosques.

However, Alharbi and Almahdi (2012) stated that the education evolution in Saudi Arabia is best understood in terms of four stages of development. First, the establishment stage which lasted from (1901 to 1926). At this stage, formal education started, and some schools were opened: primary and secondary, private and public. Second, the growth stage which ranged from (1926 to 1954), was characterized by opening more schools. The third stage from (1954 to 1970), was distinguished from the previous two stages as other ministries apart from the MOE were involved in the supervision of the educational process. The final stage, which runs from 1970 to the present, was characterized by the establishment of different educational departments, such as a department of training, and a department of supervision to evaluate and improve the education system within the kingdom.

All Saudi kings have devoted considerable effort to improve the quality of education in Saudi Arabia. Pavan (2013) stated that the Saudi Arabian royal family has made a considerable

effort to develop the educational system and devoted immense amounts of money in order to improve it. Al-Issa (2009) stated that the King Fahad Al Saud era was considered the golden age for educational development in terms of extending schools in the country. For instance, different types of schools were established in this era. In addition, King Fahad is the first minister for the MOE. King Abdullah also continued the process of extending and developing the quality of education in Saudi Arabia with his famous project (the King Abdullah Project to develop the general system of education). Accordingly, there was a great expansion of schools in the King Fahad and Abdullah era. For instance, the number of schools at this time reached more than 30000 (ranging from primary, intermediate and secondary). Furthermore, the number of staff employed at this time reached more than 500000 male and female leaders and teachers. Additionally, some schools serve a small number of students; for instance, there are schools with only 20 or even 10 students in different places in the Kingdom. Despite the substantial attention and huge effort to reform the education system, there was no significant improvement. For instance, the focus was on aspects such as building more schools and institutions, however, there was no focus on human aspect such as providing training for school leaders and teachers to have the necessary skills that enables them to work effectively in their schools (Al-Issa, 2009). In the next section, the education system will be explained, and the focus will shift to the secondary schools which are the main subject of this study.

1.12.6 The school workforce and the education system in Saudi Arabia

There are currently 33,500 schools in the KSA; of these 12683 are state-run primary schools, 6200 are state intermediate schools and 3080 are state secondary schools. The remaining schools range from special education, private education and international education. The total number of male and female Saudi staff at state schools is 509,000 teachers, working at all schools stages, primary, intermediate, and secondary. There are 176,844 teachers in

primary schools, 88,940 teachers in intermediate, and 57,074 teachers in secondary schools (MOE, 2018).

The student to teacher ratio rate is 9; however, there is a difference in the index rates in the Kingdom between the main educational areas. For instance, the ratio can be low in low density areas. The MOE stated that there is an abundance of teachers, with a teacher-to-student ratio in the Kingdom currently a teacher for every 9 students, while the world average is a one for every 25 students; however, the teacher-to-student ratio in the United States is one for every 14 students, while in Japan it is a teacher for every 17 students. The total number of students enrolled in the different stages of education in governmental and private sectors is 6.4 million students (MOE, 2018).

There are 6 levels for a Saudi teacher's salary and there are many factors that determine the salary. For instance, a newly qualified teacher with a Bachelor's degree is appointed at level 5, so the salary ranges from 108,720 Saudi Riyal to 110,500 (£23,169). Every year teachers have annual bonus of 550 Saudi riyal (£118). Also, the level of degree obtained (such as Master's, or PhD) will change their salary range, and move teachers to level 6. However, head teachers earn the same as teachers (MOE, 2018).

The statistics show that the average age of employees in the education sector was 40; 47% of teachers were less than 40 years old. In terms of the age demographic, 42,000 (8%) of teachers were aged 30 or lower. 236,918 male teachers and 140,000 female teachers were below 40 years old. 184,165 teachers were aged 41-50, with 43,492 (8.5%) aged 51-60 years. (MOE, 2018).

The majority of schools buildings are now owned by the MOE; however, some of them are rented by the MOE. Also, the MOE has made a huge effort to build very modern and advanced schools in order to make students more open to the global environment (MOE, 2018).

The teaching profession is an attractive position for Saudi schools as they have a good salary. However, the number of retirees from the education profession has increased. It seems that the most important reasons leading to retirement can be summarized in the following:

- 1- The burden of the weekly teachers' schedule, which is equivalent to 5-6 lessons per day equivalent to 24 weekly quota.
- 2- There is a lack of respect for the teacher by students.
- 3- The managers impose many requirements and burdens on teacher, and this without consulting or dialogue with staff.
- 4- The lack of rewards.
- 5- There is continuous changes in the curriculum and its requirements from time to time.
- 6- There is a lack of consultation between the departments of education and teachers; and there is a poor consideration of teachers' problems.

The teacher's job in the school must be attractive to outstanding university graduates. How can an educational job be attractive? A question comes with many answers. The people will not be attracted to a teaching position unless the job of "education" is prestigious and highly paid. Also, the people who occupy this professional role need to be continuously developed. This is not a request to charge the state financial burdens and huge salaries for half a million teachers; but to develop an integrated system, and to make schools a place for innovation, creativity and building of the human mind through which the Kingdom can compete with developed countries. The teaching profession is an attractive position for Saudi school teachers as they have a good salary (MOE, 2018).

The education system in Saudi Arabia consists of three stages (6-3-3), composed of 6 years for primary, 3 years for intermediate and 3 years for secondary (Burton, 2010 and Marghalani, 2018). There is also pre-school education, higher education, special education needs and adult education (Alharbi and Almahdi, 2012).

First, pre-school education; at this stage of schooling a child can enrol before starting primary education. It is available for children aged between four and five, however, this stage of schooling is not compulsory (Alharbi and Almahdi, 2012). Second, the primary school education is the first stage of general education, so students study for 6 years to achieve a primary education certificate. At this stage students are required to learn subjects such as Arabic, maths, sciences and history (Alharbi and Almahdi, 2012). Third, the intermediate school education is the middle stage of schooling, so students spend 3 years in this stage. After students have finished this stage, they are entitled to start secondary stage schooling (Alharbi and Almahdi, 2012).

Secondary school education is the last stage of general education and lasts for three years. This study will focus on this stage of schooling. Students are aged 15-18 and those students who successfully complete this stage are entitled to enter a university. From the second year of secondary school stage, the schooling system is divided into two different types: literary and scientific. Students must choose one of these two types of schooling for their second and third year. However, there are three types of secondary schooling: religious secondary schools, general state secondary schools and technical secondary schools (Alharbi and the Almahdi, 2012). In this study, the focus will be only on the general state secondary schools.

1.12.7 The educational reforms in Saudi Arabia

Several reforms have been implemented in education in Saudi Arabia, especially those designed to enable public education staff to be more effective. Most of these reforms are related to staff development (Tatweer.sa, 2018). Maroun et al. (2008) stated that in recent years, many Arab countries have paid considerable attention to educational reform, and these reforms have focused on training the staff with the best skills necessary to improve their performance in schools.

The first reform in Saudi Arabia is known as the *King Abdullah Project*, for which an outline is provided by Alghamdi and Higgins (2015): a major programme for the development of education. The aim of the project was to improve the school environment and build the capacity of teachers and principals in order to enhance school performance. This reform therefore aimed to address the need for improved training.

The King Abdullah Project has several aims; for instance, The MOE has launched various development projects within this project, such as the development of four main axes: providing teachers with good training programmes, improving educational curricula, improving the educational environment, and activating non-classroom activities. The focus in this reform is training and career development; for instance, the MOE recognised that reforms are needed to improve education outcomes and to provide staff with the skills required in order to enhance their performance. In this regard, the MOE gives career and professional development a high priority in its human resources policies (MOE, 2018).

The second class of reforms has encouraged a more international approach. Accordingly, there has been significant expansion in the establishment of partnerships, with many countries, universities and institutes specializing in leadership and teacher training programmes. For instance, some of the reforms involve many leaders and teachers who have a scholarship in many European countries and in the USA to enable them to gain wider experience from their peers in these developed countries (SACM, 2018). Similarly, another reform was the *Khbrat* programme which aimed to send leaders and teachers to different developed countries such as the USA, UK, Finland and other Western countries to communicate with their peers in these countries for a short period. The aim of this programme is to enable staff to be more aware of the most appropriate and innovative practices that could be used to improve the quality of education in Saudi Arabia (Ohio University | College of Arts & Sciences, 2018, and Intercultural.uncc.edu, 2018).

Khbrat is a distinguished programme designed to develop the professional practices of teachers, student guides, school leaders and educational supervisors within the framework of international standards. This programme has been implemented within the framework of an international partnership with enriching and distinguished educational training activities. (MOE, 2018). *Khbrat's* programme comes in response to the urgent requirement for development and change in line with the MOE's strategic plan.

Furthermore, the third reform is related the admission of leaders and teachers in Saudi universities. Specifically, the previous minister set a regulation which has been applied since 2016, which has involved reducing the acceptance of students for teachers at universities by almost 50%. In addition, the minister set higher requirements that students must meet in order to enter universities to be in a leader or teacher position. Currently, students study education at university, with a gender balance 52% male and 48% female. The Saudi government has stated that the development of male and female human resources is a key element in the progress of the nation. (MOE, 2018). The aim of such an approach is to select the most capable students to serve the country in the educational field (MOE, 2018).

The fourth reform is associated with the MOE. The *2030 Vision* focuses on the quality and preparation of leaders and teachers, aiming to improve their performance. For instance, the MOE shifted its emphasis from establishing and building new schools to focusing more on the quality of education as the main priority to improve student performance. In particular, they tried to focus on providing more training for school leaders and teachers, aiming to be more aware of the new theories and practices that could be used to enhance schools' performance, which have been applied and evaluated in other countries (MOE, 2018). For instance, in July 2018 the MOE tried to take advantage of the school holidays and provide different training programmes for teachers during this holiday. Leaders and teachers have an option whether to attend these training sessions or not. As a result, many staff have attended these sessions, which were provided at different sites in Saudi Arabia.

The idea of the summer education project was launched in line with the vision of the Kingdom of Saudi Arabia 2030 in order to achieve optimal investment for educational staff during the summer holidays. The aim is to highlight the importance of professional development as the first tool in the development of educational practices; and to increase the efficiency of the educational system. The four objectives of the summer vocational education project are:

- 1- Provide a variety of optional development programmes for educational staff according to their professional and scientific specialities.
- 2- Provide professional and supportive learning environments for educational staff.
- 3- Enable the target audience to attend development programmes wherever they are during the summer vacation.
- 4- Raise the professional performance of educational staff.

However, despite all these different reforms, the MOE still encounters many problems which are affecting the educational outcomes negatively. For instance, teachers lack the motivation to work harder and they are not satisfied with their job. Alnahdi (2014:5) stated that “with Saudi Arabia facing the real challenge of catching up with developed countries in education, reforms must be well thought out, and it is important to benefit from the experiences of other nations”. Therefore, schools still have problems and challenges that need to be addressed if they are to become more effective. Therefore, the MOE now focuses more on the human aspects such as training and preparation for leaders and teachers, rather than focusing on the establishment and extending of schools. In the next section, important challenges that face the Saudi education system will be discussed.

1.12.8 The educational challenges in Saudi Arabia

The trend in many organisations in many countries is turning to decentralization in order to give staff more powers to act and participate. However, the MOE in Saudi Arabia has had complete control of how schools are run for decades. Schools in Saudi Arabia are controlled

by the MOE, which determines all the schools' policies and specifies how the curriculum should be written (Alharbi and Almahdi, 2012). Furthermore, for each district there is an education office, which is responsible for the schools in those cities and operates for the MOE. The aim of these education offices is to monitor and supervise the educational process in these cities and the schools in their villages belonging to these cities (Alharbi and Almahdi, 2012). Although the modern trend calls for the principle of decentralization in educational institutions, school leaders also still employ a hierarchical approach when dealing with staff in Saudi Arabia. For instance, administrative officials and teachers in schools in Saudi Arabia have no authority and real power to act freely until permission is obtained from the MOE (Alharbi and the Almahdi, 2012; Algarni and Male, 2014).

Furthermore, in terms of school leadership, one of the problems that leaders face in education is that they are not appropriately prepared or skilled to lead their schools (Alharbi and the Almahdi, 2012). In addition, leaders can be appointed without any leadership training (Alderweesh, 2003). Leaders can occupy a leadership position after eight years of service; they can be appointed as a deputy after four years of teaching and they can be leaders after being a deputy for four years without any preparation for the role; in Saudi Arabia all schools are single gender, therefore, all male schools have male leaders. Alderweesh (2003) argued that there is a lack of leadership training, as teaching experience determines the career; for instance, in Saudi Arabia any teacher can apply to be in a leadership position after serving as a teacher for several years without obtaining appropriate training. In addition, Alderweesh (2003) asserted that one of the problems facing the current Saudi education system is that it has inherited poorly qualified staff as no training courses were offered to school principals which would have made them more effective. In summary, it is evident that one of the challenges related to management in Saudi education is that school leaders were not prepared and qualified for leadership roles.

Another problem school leader's face is the enormous work that they must accomplish in their schools, which prevents them from focusing on other key aspects such as teachers' training and development (Algarni and Male, 2014). More than that, leaders have to monitor students' progress and examinations. For instance, Algarni and Male (2014) noted that the functions of the school leader in Saudi Arabia are numerous, including following up the students' progress and performance, as well as dealing with parents and solving the problems of school children. This situation means that a leader is not only working as a leader, but also as a manager. For instance, Algarni and Male (2014:48) stated that "this raises two important considerations. First, the MOE appears to combine the role of leader and manager, and appears to confine both roles to the headteacher".

Moreover, teachers also have some challenges; for instance, Albadi et al. (2018) found that teachers did not have satisfactory qualifications, which as a result affected their performance. In addition, Khalil and Karim (2016) argued that teachers could be appointed as teachers with a Diploma certificate only, or with even less than a Diploma. Altayar (2003) mentioned some characteristics that distinguish some school teachers in Saudi Arabia; for instance, teachers were found to be ineffective; they were not able to hold responsibility; there was no interest and there was a lack of motivation, which in turn affected students' performance. She also argued that teachers lack discipline; they are unable to manage their classes and lack the skills needed to deliver lessons. Furthermore, there is a lack of accountability in some situations; for instance, Alnahdi (2014) argued that there is a problem in Saudi education; for instance, there is negligence in accountability with low performing teachers or with those who fail to perform their duties appropriately. In summary, teachers face a complex range of problems that may hinder their development and their effectiveness.

Additionally, in terms of rewards, the policy currently is that all staff in Saudi schools enjoy equal status and salary, whether they are hard working or low-performing (Al-Issa, 2009). Motivational features are identified as an important element; Alnahdi (2014) has highlighted

the role played by appreciation and rewarding teachers for their performance, which would push them to make more effort. However, as planned, there will be changes in 2020 to reward teachers who prove themselves as an effective staff. For instance, teachers' careers will be divided into three stages. At level 1 those teachers who have less experience will only be appointed as a teacher. Level 2 is for teachers who have more teaching experience and who have undertaken many different training programmes. Expert teachers are those who have very high levels of experience and have taken many training programmes (MOE, 2018). Nonetheless, the quality of education in Saudi Arabia is still at a low level on the global scale, so there is still a recognised need to introduce reforms (MOE, 2018). Under the new guidelines, new leaders will be also evaluated in terms of their motivation, such as their vision for the school and its improvement. Having briefly explained the geographical background of Saudi Arabia and the education system as well the challenges that Saudi Arabian education face, the next section outlines the structure of this thesis.

1.13 Structure of the thesis

This thesis has six chapters. First, the introductory chapter has provided a context and rationale for the study. The aims and purpose of the study were outlined, together with the hypotheses. The second chapter is composed of the literature review, which discusses key texts in terms of theories and practice. Topics subjected to critical discussion include the important role of the school principal, definitions of leadership, the evolution of leadership theories, the full range of leadership theory, the differences between transformational and transactional theory, the need to combine transformational and transactional theory, and empirical studies. Key issues are identified, and significant debates are highlighted.

Third, the methodology chapter specifies the purpose of the study, the research paradigm and the rationale for using pragmatic paradigms. In addition, the research design and the rationale for using a mixed method approach will be highlighted. Furthermore, the study population, the study sampling, the study data collection, the MLQ instrument and its validity

and reliability and the demographic data will be explained. Moreover, in this chapter, the interviews phase, the rationale for using interview and the validity and reliability of the interview will be explained. Moreover, the piloting, data triangulation, and the ethical considerations will be discussed. The third chapter also explains the methods used to analyse the data collected. For instance, for each phase there is an analysis of techniques used, which will be discussed and justified.

The fourth chapter presents the findings of the research. For instance, the survey response rate and the demographic data descriptive analysis are outlined. In addition, the MLQ descriptive analysis, the distribution of the MLQ scores and the leadership outcomes will be highlighted. After this, there is a presentation of the findings and the inferential statistical analysis of the MLQ will be explored. Furthermore, in this chapter the qualitative findings will be explained, which consisted of different themes that investigated the implemented style and the effective leader's characteristic behaviour.

The fifth chapter discusses several aspects of the implemented styles, such as the transformational, the transactional, the situational leadership, and the passive leadership. In addition, in this chapter, the correlations of leadership styles with teachers' making an extra effort, teachers' satisfaction and leadership effectiveness are explained. Furthermore, the qualities that distinguish an effective leader are presented and compared with other related studies. Finally, the conclusion chapter provides a summary of the study, examines the study's limitations, outlines the study's recommendation, proposes further research, and is concluded by reflecting on the researcher's journey.

Chapter 2: Literature review

2.1 Introduction

One of the most important steps in research is to research literature, whether using a “quantitative, qualitative, or mixed methods approach” (Creswell, 2014:25). The literature allows a researcher to “collect raw data” (Hart: 2001:2). The primary purpose of the literature chapter is to enable the researcher to provide appropriate information that is related to the chosen topic, and to provide new knowledge (Hart, 2001). In addition, through conducting the literature review, researchers will be able to “place their work in context, and to learn from earlier endeavours” (Cohen et al., 2007). Creswell (2014:31) defined the literature review as “locating and summarizing the studies about a topic”. Therefore, the aim in this study is to provide an overview of the different theories of leadership and to examine their effect with a sensitivity to different cultural perspectives. To survey and search this extensive literature (4,010,000 million books and articles) several database resources such as Google scholar, ERIC, ProQuest, Saudi Digital Library (SDL) and various specialised education journals and books were employed. Cohen et al. (2018:183) argued that the online storage helps researchers not only to examine resources from different cultures and contexts, but also help researchers to “establish construct and content validity in their own research”.

In this chapter various theories of leadership and their effects will be surveyed. At the beginning, definitions of leadership will be outlined, with an emphasis on the significant role of the leadership position and its effects. Consequently, the development and evaluation of leadership theories will be discussed. We then proceed to investigate the new model of leadership theories. More specifically, the focus will shift to the full range of leadership theory (FRLT) introduced by Bass and Avolio (1994). Subsequently, different meta-analyses that have been conducted in non-educational and educational settings will be presented. In addition, individual empirical studies that conducted in different countries will be evaluated. Furthermore, some empirical studies that have been obtained in the Arab context (and more

specifically in Saudi Arabia) will be examined. However, as there are few studies conducted in a Saudi or an Arabic context (Oplatka and Arar, 2017), most of studies in this research will be drawn from Western culture, since this model originated in Western culture.

The range and variety of daily actions and behaviours employed by school principals in their schools are significant (Hallinger and Heck, 1998; Waters et al., 2003; Cotton, 2003; Marzano et al., 2005). Their daily actions can affect school performance positively or negatively. For instance, some school principals act individually in their schools and use their position as a source of a power. Contrarily, other school principals work cooperatively with staff as a group and build a better relationship with their staff, and such leaders believe that a school's success could not be achieved without the process of networking and cooperating with others. Kouzes and Posner (2012) stated that given the difficulties encountered by leaders, a heavy load now also falls on them, so they need to insist that their staff use different ways to meet these challenges. The notion of leadership is discussed extensively as demonstrated by the findings from the literature search. There is also substantial literature that identifies different common *types* of leadership style and examines their effects either positively or negatively (Layton, 2003; Eyal and Roth, 2011). In summary, the work of the school principals as individual work is no longer considered appropriate in today's complex school environment. Recent research is focusing more on leadership styles that rely on participation, consideration, trusting, respecting and training which have proven effectiveness (Waters et al., 2003; Leithwood et al., 2010; Beverborg et al., 2017).

2.2 Definitions of leadership

Leadership is a complex concept, therefore, there are some confusing usages of this term. There is considerable debate among scholars and researchers about the definitions of leadership. For instance, Bennis (1959:260) explained that leadership is a complex subject; for example, many terms have been used to explain leadership, such as "power, status,

authority, rank, prestige, influence, control, manipulation, domination”; however, the definition of leadership remains unclear. In addition, Sadler, (2003) stressed the complexity of defining leadership; for instance, the number of definitions of leadership might be the same as the number of those who tried to define this term. Another issue with this term is that there is no satisfactory definition that can cover all the characteristics of an effective leader. Moreover, some of the definitions of leadership might work effectively and some might not work so well (Algarni and Male, 2014 and Yukl, 2013). Yukl (2013:7) expressed the view that “the definition of leadership is arbitrary and subjective”. However, researchers have defined leadership in various ways: influence, facing challenges; participation, involvement and cooperation, which suggests that there are some commonly accepted qualities.

With regard to influence, some researchers treat the term leadership as influence. Leithwood et al. (1999) argued that the interpretation of leadership as influence is the most fundamental part of the leadership process. Yukl (2013:2) argued that this influence “is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization”. The aim of influence is to encourage and motivate staff to achieve their organisation’s goals (Stogdill, 1950 and Cuban, 1988). Likewise, Burns (1978:425) regarded leadership as: “the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers”. This means that influencing others is the most important aspect when defining leadership. Accordingly, this influence can affect staff positively and as a result they achieve the required goals; on the other hand, influence can affect staff negatively and weaken their ability to achieve the required goals.

However, some researchers consider leadership as facing challenges. Kouzes and Posner (2010:93) argued that leadership is a variety of challenges and opportunities, “how men and

women guide people through uncertainty, hardship, disruption, transformation, transition, recovery, new beginnings, and other significant challenges”. In addition, they argued that leadership is “the study of how men and women, in times of constancy and complacency, actively seek to disturb the status quo, awaken new possibilities, and pursue opportunities” (Kouzes and Posner, 2010:93). The term leadership means being proactive as a leader as well as having the confidence to challenge difficulties. This definition illustrates the complexity involved in this range of activities; leadership is not just the exercise of influence to achieve goals (as explained previously), it also involves taking risks and facing challenges with confidence.

The idea of participation, involvement and cooperation also plays a key role in the definition of leadership. For instance, Muijs and Harris (2003) commented that leadership should not be seen as a role or social status, so the main focus of leadership should be based on how people treat each other in their schools. Leadership is a process of influence on staff to enable them to reach their school’s objectives (Leithwood and Riedl, 2003 and Leithwood and Riehl, 2005). Furthermore, influence cannot be achieved without communication and cooperation with others. In this regard, Burns (1978:3) argued that the leadership is a “structure of action that engages persons, to varying degrees, throughout the levels and among the interstices of society”. Burns captures well the sense of complexity involved in the leadership of modern organizations. In summary, it is evident that leadership involves three key aspects: influencing others to achieve goals, facing challenges, and various forms of participation and teamwork. Accordingly, leadership is not an individual task that is undertaken exclusively by one person.

However, is the definition of leadership entirely appropriate for people in a different culture and context? For instance, to what extent is the Western leadership model similar to leadership in Arabic culture, or more specifically in a Saudi Arabian school? For instance, what is perceived as effective leadership in one culture might not be considered effective in another culture. In this regard, Dimmock (2012:6) has stated that leadership cannot be

isolated “from the social and organizational context and conditions in which it operates”. Fidler (2002:32) argued that there should be a degree of cultural differentiation when considering leadership, arguing that leadership is “a complex area with many apparently contradictory requirements. Suggestions are that particular approaches to leadership should be universal, for example, transformational leadership should be resisted”. Accordingly, this study is cautious about employing universal statements when context could have an influence on people’s perceptions.

In summary, leadership is a complex term and researchers have not reached a point of consensus that describes this term with precise characteristics that would define an effective leader; however, in this research the term leadership will be treated in broad terms as influencing and giving directions (vision) to others and as an evaluation of effectiveness.

In terms of school context, several researchers have tried to define this complex term. Bush and Glover (2003) have provided a comprehensive definition of leadership:

“A process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision (Bush and Glover, 2003:8).

Bush and Glover (2003) emphasised the idea of influencing staff that leaders can use, based on their values, as well as those leaders who have a vision and communicate the vision with their staff in order to achieve their goals. It is evident that influence and vision (direction or goals) are the most important aspect of the definition of leadership.

Finally, it is important to highlight the differences between the two terms ‘leadership’ and ‘management’ which have been used in research. Leadership and management are different terms; however, some researchers have used these two terms interchangeably (Clark and

Clark, 1996). It can be concluded that the leadership term is more open than the management. For instance, being a manager involves giving tasks and operating the organisation in a top-down approach. However, the leader's role involves more than that, as it involves the use of the human aspect and considers the situation (Clark and Clark, 1996). Clark and Clark (1996:28) argued that "most great leaders exhibit excellent management skills and superior managers exhibit leadership qualities", which suggests that skills and qualities tend to operate together. Day (2003) stated that leadership is about enhancing and building a vision, encouraging the building of a good relationship, while management is about monitoring and observing staff weakness. Clearly, there is scope for a more nuanced debate about the alleged differences and similarities between leadership and management. However, in order to enact the two roles, an important element is being skilled in the two roles. The leadership role is about creating a vision. However, the management's role is to implement the vision.

2.3 The importance of the school principal

Schools are highly complex organizations and therefore leadership has a crucial role. In general terms the significance of leadership has been widely recognised. For example, Judge et al. (2008) stated that it is not surprising that the study of leadership is one of the most often investigated topics. There are various points of view and debates among many scholars concerning effective leaders. People always celebrate the success of leaders (Stewart, 2006). Many scholars have justified the significant role of the leadership position in education. For example, Muijs and Harris (2003) argued that the effectiveness of schools depends mainly on having a successful principal. In addition, researchers found that there was a positive relationship between effective leaders and outstanding schools (Leithwood et al., 2008; Louis et al., 2010; Dimmock, 2012). Furthermore, Leithwood et al. (2004:5) argued that head teachers were "second only to classroom instruction among all school-related factors that

contribute to what students learn at school”. Also, through the school’s leader, reforms can be implemented effectively. Marzano (2003:172) argued that leadership is “the single most important aspect of effective school reform”. Huber and West (2002:1071) noted that “the school leader is most often cited as the key figure in the individual school’s development”. Stewart (2006:4) argued that the impact of school principals was a key feature: “the effect of leadership when compared to all of the other school factors proves to be substantial and therefore warrants consideration”. It is evident that school principals are the main transformers of schools enabling them to be successful. For instance, different words are used by different researchers to explain the powerful role of a leadership position in a school’s success, such as “most often cited”, “key figure”, “exceptional”, “substantial”, “warrants consideration”. This language used emphasises the important role of school leaders in their schools. Therefore, principals in today’s schools are increasingly recognised as a crucial element to implement school reforms.

The impact of principals can be indirectly derived from different sources (Hallinger and Heck, 1998). For instance, the culture that they are trying to use in their schools is one important source. Hallinger (2011:137) concluded that “the impact of the principal’s leadership is mediated by the culture, work processes and people”. Hallinger and Heck (1998) found that creating a culture that has a vision and goals is an important aspect that has been mentioned by the majority in their review of studies. In addition, Saleh and Khine (2014) argued that professional development was crucial for reform, and therefore one of the most important tasks assigned to the school leader is to work as a trainer and facilitator in their schools; also they should create a school culture that promotes training and development. They must also pay attention to individuals and their training needs in order to enhance their performance. These ideas reveal the complex interaction between the leader and the school’s culture. Al-dagim (2008) argued that leadership in school is an important factor in terms of stimulating teachers and raising the degree of productivity through their

interactions with staff. Middlewood and Abbott (2017:188) concluded that “only through working with and through other people and understanding how people act and work can school leaders successfully help to improve the performance of individual staff members”. As these quotations illustrate, there is sometimes a focus on individuals, but there is also a focus on groups.

In more general terms, researchers have justified the significant role of leadership types and how different leadership styles can enhance schools’ performance. Some researchers have criticised the traditional leadership style. For instance, Middlewood and Abbott (2017:188) argued that there is no longer a need for the “‘hero figure’ leader” as they “are surely long gone”. Marzano et al. (2005:7) claimed that in the recent years there has been evidence that some leadership behaviours could enhance school performance positively. For instance, Walker and Slear (2011:57) concluded that “the most commonly reported principal behavior in the current study was modeling instructional expectations. A wide range of participants felt this was an essential behavior that principals could practise to help them enhance their efficacy”. In addition, Robinson et al. (2008) from their meta-analysis concluded that as much as the school principal is concerned with the needs of their staff in terms of their professional development, this will have a positive impact on their performance in the classroom. Increasingly, leadership theories prescribe behaviour based on a model of effectiveness or impact.

Evidently, research shows that leaders can affect staff through their impact on the school culture such as interaction, communication, interpersonal relationship, “instructional expertise”, and management skills. Chapman (2003) argued that in order to overcome the difficulties and problems facing the education today, it is necessary to activate and facilitate the building of a good relationship with employees. Furthermore, leaders should consider using staff participation in order to come to good decisions that are informed by all staff. These factors support the previous section which discussed the definition of leadership. In

summary, the majority of researchers consider leadership as influence and setting direction through communicating vision.

On the other hand, there are still leaders who act individually. The hero (hierarchical structure) leaders might work effectively in a specific situation or culture. For instance, Chapman (2003) found that where there was the need for urgent decisions, it was preferable to use an “autocratic” style. Furthermore, Harris (2002:17) argued that when schools are encountering some obstacles “directive and task focused” approaches could be used. Moreover, Hallinger (2011) has stated that leadership operates according to context; in cases that require major reform, and where there is no trust between the subordinates and the leaders, a more directive leader may be required. These points suggest that some aspects of traditional leadership are still in use and are effective.

In addition, some theorists are less enthusiastic about the positive influence of leadership. Critical leadership theory also asks questions such as “(1) what does leadership studies do? (2) Where is leadership studies located? We find that leadership studies often exist in schools of business or management... (3) Whose interests are served by leadership studies?” The aim is to employ transdisciplinary perspectives (Chandler; 2018:19). The critical studies element includes the observation that “this is an ideological debate about what leadership can mean in society; a debate that rarely occurs in the current mode of leadership studies.” (Chandler; 2018:20). Looking to effects, critical theory is essentially aiming for an emancipatory objective, rather than technical improvements in efficiency; it is creating opportunities to “allow a different vision of society to blossom that is geared toward liberation.” (Chandler; 2018: 20). Gunter and Fitzgerald (2008:364) stated:

“After fifty years and thousands of studies, we should have gained greater insight into effective leadership [...] Leaders in contemporary organizations have to react to a variety of new challenges, including decentralized

organizational forms, globalization, rapidly changing environments, diverse workforce, and new work arrangements[...] More research is needed on traits and skills that seem especially relevant for leadership in a complex, turbulent environment (e.g. emotional intelligence, social intelligence, systems thinking, situational awareness, personal integrity)”.

Barker (2005:99) concluded that “while leadership training may improve school climate, a transformation in performance is unlikely”. Barker (2007:21) concluded that “the government’s determination to assume a strongly positive relationship between leaders and outcomes has compromised the principle of evidence-informed policy-making and that we need a different approach based on a broadly defined, qualitative conception of student success”. In addition, Barker (2007:25) argued that “there is even less data to suggest that leaders have a transformational impact on school effectiveness as measured by student outcomes”. Hallinger and Heck (1998) from their 40 studies found that the principal has a minor influence, and this required extensive study to be explored appropriately.

In addition, transformational leadership style is represented as ‘great men’; however, other type of style such as distributed and shared leadership are types of leadership style that have been investigated in the school context. Harris (2005:13) stated that distributed leadership “concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal position or role”. For instance, distributed leadership is a type of leadership style that focuses on the practice of leadership; it is also assembling all leaders’ expertise for all school staff in order to enhance performance. Interaction is the main aim of such a style. In addition, distributed and shared leadership style promotes shared knowledge. However, there are concerns about the use of the transformational leadership style as some researchers regard it a style that focuses on the people at the top. The next section proceeds to examine the development of modern leadership theories that revised and challenged traditional styles of leadership. It is important to understand what

they were reacting against as well as what they were proposing that was innovative. Having explained the significance of leadership in schools, its influence and how the hierarchical approach might work in some school cultures, in the next section, the focus will be shifted to the evaluation of leadership theories in general.

2.4 The evolution of leadership theories

A complex variety of leadership theories and approaches were developed which indicates the importance of the leadership position. Bush and Glover (2014:553) commented that “the growth in the importance of school leadership has been accompanied by theory development, with new models emerging and established approaches being redefined and further developed”. Many different theories, models and approaches to leadership have emerged. These theories, have been outlined as: *great men and trait theory*, *behaviours theory*, *situational theory* and *transformational theory* (Huber and West, 2002:1073). Each of these theories will be critically evaluated in order to gain a clear understanding of the development of these theories and what are the strengths and weakness of these different models of leadership. Table (3) below shows Huber and West’s classification of leadership phases.

Table 3: Huber and West: phases of leadership development theories

Characteristics of an effective leader	
Trait	What quality leader has
Behavioural	How leader acts
Situational	Using the right style in the right place
Transformational	Leader based on morality and ethics (Huber and West, 2002)

2.4.1 Traits theory

The development of leadership started with the ‘great men’ theory which was seen as an early stage of the leadership model. This theory means that a leader must be born with some

distinguishing traits (Northouse, 2016). After the emergence of the great men theory, the attention of scholars and researchers turned to explore the qualities of an effective leader. As a result, trait theory emerged. Stogdill (1948:64) concluded that with the trait approach: “the factors which have been found to be associated with leadership could probably all be classified under the general headings of *capacity, achievement, responsibility, participation, and status*”. The traits associated with capacity include “intelligence, alertness, verbal facility, originality, judgement”. The trait associated with achievement included “scholarship, knowledge, athletic accomplishments”. The traits associated with responsibility included “dependability, initiative, persistence, aggressiveness, self confidence, desire to excel”. The traits associated with participation included “activity, sociability, co-operation, adaptability, humour”. Finally, the traits associated with status included “socio-economic, position, popularity” (Stogdill, 1948:64). All these aspects are considered a personality requirement that a person should have in order to be selected as a leader.

The assumption behind trait theory is that leaders must have some skills which allow them to be in a leadership position. This theory assumed that to be an effective leader, people should have some traits or characteristics that distinguish them from others. Yukl (2013:136) described trait theory as “a variety of individual attributes, including aspects of personality, temperament, needs, motives, and values. Personality traits are relatively stable dispositions to behave in a particular way. Examples include self-confidence, extroversion, emotional maturity, and energy level”.

The emergence of trait theory is considered a significant stage in the development of leadership approaches designed to define an effective leader. For instance, Northouse (2016) mentioned several positive aspects of trait theory. Firstly, it is good for individuals to see their leaders as a different person “gifted people”. Secondly, specific traits can be used to distinguish an effective leader. Thirdly, the trait approach can offer “a deeper and more

intricate understanding of how the leader and the leader's traits are related to the leadership process" (Northouse, 2016:30). Fourthly, specific traits can be used by leaders to enable them to be more effective as a means of feedback. In this regard, Northouse (2016:29) stated that one of the advantages of trait theory is its command-driven feature, which enables organisations to choose a suitable person if they achieve or match the required traits. The fifth positive side of this approach is that it "focuses exclusively on the leader, not on the followers or the situation. This makes the trait approach theoretically more straightforward than other approaches" (Northouse, 2016:29).

Nevertheless, this approach has some negative features. For instance, despite several years of studying traits theory, this area is still complex and there is no list of appropriate traits that can be used in order to determine an effective leader. In addition, there are many traits which make this approach more complex. Secondly, trait theory does not take into consideration the situation encountered by leaders. For instance, according to the situation, leaders should sometimes change their actions to be more effective. However, with trait theory leaders do not adapt or change their behaviours to suit the situation encountered. Thirdly, with traits theory the leader is the main concern and there is no concern for the followers' needs and preferences; for instance, their wants are neglected. However, followers' needs and preferences are considered an important element for a leader to be more effective. The fourth negative side according to this approach is that some people will be classified as a leader based on their traits and others will be excluded, which implies that leadership cannot be learnt (Northouse, 2016). Furthermore, Northouse (2016:31) argued that this approach "resulted in highly subjective determinations of the most important leadership traits. Because the findings on traits have been so extensive and broad, there has been much subjective interpretation of the meaning of the data". Northouse (2016:31) has also explained that scholars "have not tried to link leader traits with other outcomes such as productivity or employee satisfaction". The final limitation of the trait approach, as explained by (Northouse,

2016:32), is that “teaching new traits is not an easy process because traits are not easily changed”. It is difficult to change a personal trait in a short period of time.

Reacting to the limitations of the *great man* and the *traits* theories, researchers endeavoured to find alternative approaches that might be more effective. As a result, another major development of leadership theory was based around behaviour or style of leadership. Accordingly, the next section proceeds to discuss these influential leadership theories which will be critically evaluated.

2.4.2 Behavioural or styles theory

Before the 1950s, the focus was on what people have as a trait; however, after 1950, the behavioural approach started (Schriesheim and Bird, 1979). This is the most important stage of the development of the leadership theory due to the limitation of the previously mentioned theories, which examined what traits and skills people have in order to be effective. However, in the behavioural or styles theory, researchers examine an effective leader based on their behaviour with their followers (Northouse, 2016). Northouse (2016) argued that behavioural theory moves beyond listing the leader’s skills or qualities to examining how leaders behave with their staff. Furthermore, Northouse (2016) stated that with the behavioural approach, leaders’ focus on two aspects: the task that needs to be achieved and the people they are working with in terms of their relationship. Northouse (2016:90) stated that the most important aspect in this approach is “how leaders combine these two types of behaviors to influence others”. In the behaviour stage, leaders are considered more effective based on their actions and the treatment of their staff. In addition, the idea of being born as a leader is no longer deemed an effective approach that can be used in order to select leaders (Northouse, 2016). Northouse (2016:90) stated that the behavioural approach consisted of three schools of studies: “the Ohio State studies, the University of Michigan studies, and the work of Blake and Mouton on the Managerial Grid”. Several

important behaviours of leadership theories were identified from these studies: first, initiating structured behaviour and consideration structured behaviour, which was based on the Ohio State studies (House, 1971). Second, employee orientation behaviour and production orientation behaviour were ideas that emerged from the University of Michigan studies. Third, task behaviours and relationships behaviours were derived from the managerial grid (Northouse, 2016). Accordingly, in the following sections, each model will be evaluated in more detail.

2.4.2.1 The Ohio State studies

The Ohio State study first investigated how leaders act in order to be an effective leader (Schriesheim and Bird, 1979). Northouse (2016) expressed that with regard to the Ohio State some researchers decided to explore how leaders act with their staff. In these studies, an instrument called the Leadership Behaviour Description Questionnaire (LBDQ) was used by the researchers to investigate effective leaders and how they acted. As a result, researchers found two behaviours that could be performed by leaders. First, initiating structure behaviour and consideration structure behaviour (Schriesheim and Bird, 1979; Northouse, 2016). The initiating structure behaviour is explained as the leader's set of rules, regulations and tasks that staff should achieve. With such behaviours, leaders are not concerned with their staff needs and preferences (Clark and Clark, 1996 and Northouse, 2016). Accordingly, the aim of such an approach is to enable workers to accomplish their work by means of roles. However, the consideration structure behaviours are the opposite of the initiating structure behaviour and are explained in terms of how the leaders communicate, trust, and respect their staff. The aim of such behaviour is to encourage staff to be more effective ethically by respecting their needs and preferences (Northouse, 2016). Accordingly, this relationship-based theory considers staff needs and preferences. These different approaches, which are based on the initiating structure and consideration structure behaviour, aimed at one goal:

achieving the organisation's goals. In the first behaviour, this was accomplished through hierarchical approach, rules and observation of performance. In the second approach, goals are achieved through stimulating staff humanely by responding to their needs and their preferences and treating each staff member as an important and valuable person in their organisation.

In terms of the effectiveness of these different approaches, Northouse (2016:72) argued that initiating structure and consideration identified by the Ohio State “viewed these two behaviors as distinct and independent”. Commenting on the Ohio State Northouse (2016) argued that several studies were conducted to identify whether initiating structure or consideration approach were more effective. The results are mixed. For instance, researchers found that in some situations applying a high initiating structure approach was more effective than the consideration approach. On the other hand, in some situations such as when staff are fully skilled, trained appropriately and trusted; applying a high consideration approach was more effective than the initiating structure approach. However, the most important aspect was the ability of the leader to combine the two behaviours in order to be more effective (Northouse, 2016). It is evident from the Ohio studies that leadership cannot work effectively across different contexts and cultures. For instance, in the Saudi context the two approaches identified by the researchers might or might not work effectively. Therefore, it is important to examine how the context and different culture might affect the leader's effectiveness and success. In the next section another important study that inspected leadership behaviours will be discussed and assessed.

2.4.2.2 The University of Michigan studies

The second case was conducted by researchers at the University of Michigan. These studies investigated the leadership behaviours approach. The aim was to explore how leaders behave in their organisation (Northouse, 2016). The researchers also found two behaviours that

could be performed by leaders. First, employee orientation behaviours which appeared when leaders considered their staff needs and preferences in order to help them to achieve the organisation's goals. This type of behaviour is similar to the previously mentioned behaviour which was found in the Ohio studies (consideration structure behaviours) (Northouse, 2016). Secondly, the production orientation behaviours which means the needs and preferences of the staff are not that important for leaders aiming to achieve an organisation's goals; rather, the leader's only focus is on the tasks that need to be accomplished. In summary, the employee orientation behaviour was reported to be more effective and made leaders more effective than production-orientation behaviours (Likert, 1961). In the next section another important study that examined leadership behaviours will be discussed and evaluated.

2.4.2.3 The managerial grid theory

The managerial grid theory was introduced by Blake and Mouton (1964). Northouse (2016:74) explained that this model was "designed to explain how leaders help organizations to reach their purposes". Two behaviours were specified from this model: production-focused behaviours and people-focused behaviours. Concern for production is characterised by a leader who has rules and determines specific tasks to be accomplished. With such leaders there is no interest in the needs and the desires of the employees. Leaders have a plan for tasks to be accomplished. In addition, staff performance is monitored in order to achieve the desired goals (Northouse, 2016). Concern for people is characterised by a leader who focuses on staff needs and the desire to achieve the required goals. In addition, with such a leader the relationship is the most important part for achieving an organisation's goals (Northouse, 2016).

From the managerial grid theory, five types of behaviour were identified as shown in table (4) below. Northouse (2016) stated that with these five behaviours the top horizontal axis refers to how much the leader is concerned with outcomes, whereas the vertical axis refers

to how much the leader pays attention to staff. 1 refers to the lowest concern from the leader, and 9 refers to the highest level of concern from the leader.

Table 4: The Managerial grid theory behaviours

Behaviours	Axes	Characteristics of leader
Impoverished management	1.1	Low concern for people and for goals.
Authority–Compliance management	9.1	Achieving goals is the most important, people less important.
Middle-of-the-road management	5.5	Goals and people in the middle level.
Country club management	1.9	People are more important than the goals.
Team management	9.9	People and production are very important (Northouse, 2016).

The three significant leadership behaviours studies (the Ohio State studies, the University of Michigan studies, and the Managerial Grid) marked an important stage in the development of leadership theory. There are several positive features of the behaviours approach to leadership. First, what distinguished this approach was that it took the leadership approach in a new direction. For instance, the focus on exploring an effective leader changed from the narrow aspects of skills and traits to the more open approach, based on what leaders do and how they act (Northouse, 2016). Schriesheim and Bird (1979) explained that behavioural theory has had a key role in how to look at the leader; in the past a leader was seen as someone who had special features and therefore became a leader, but with the behavioural theory the situation is quite different: scholars do not only look at the leader, but also consider followers and how the leader deals with them. The second positive aspect of this approach is that extensive empirical research has been conducted within the behaviours approach that made the aspect of reliability feature better than other approaches (Northouse, 2016). The third and the most important positive side of this approach is that people and goals are the main

concerns (Northouse, 2016). The fourth positive aspect is that it can be used to direct leaders by offering them guidance (Northouse, 2016).

However, with these different reported positive aspects of this model, the behaviours theory has some weaknesses. First, a negative side of this approach is the problem of achieving “a consistent link between task and relationship behaviors and outcomes such as morale, job satisfaction, and productivity” (Northouse, 2016:81). Secondly, there is the criticism that no specific characteristics have been determined to judge the effectiveness of the leader (Northouse, 2016). A third disadvantage of this model is that it is difficult to know whether an effective leader focuses more on people, or more on goals. The fourth negative side of this approach is that it did not fix the problem of the context and the situation. For instance, a leader needs to work effectively in different situations and contexts, which is the most problematic aspect in leadership debates today. The final negative side of this approach is that it suggests that more effective leaders need to focus to a higher level on two aspects; people and tasks (Northouse, 2016).

However, the context is very significant; it needs to be considered when exploring what an effective leader is. Previously, researchers argued that leaders can be effective based on their traits, then that was changed to behaviours and within the behaviours approach researchers argued about which of the different approaches could be used more or less effectively. For instance, in order to be more successful, leaders need to be task-focused or relation-focused, which cannot be the same, if applied in a different culture and context. Heck (1996) claimed that culture vary significantly from one country to another, so there is a lot of knowledge that we can learn about leadership and how these cultural differences can affect how it works. Furthermore, Hallinger and Heck (1998) highlighted that there is no widely agreed leadership style that fits all different cultures and contexts. In addition, MacNeil et al. (2009) argued that one of the most important aspect managers should focus on is the organizational culture to ensure success. Therefore, it is important to consider the cultural aspects that might have an

influence on a leader's effectiveness in an educational setting (Moriba and Edwards, 2015). Research has emphasised the importance of the context and how it influences the effectiveness of a leader. For instance, researchers need to consider whether combining two behaviours could be more effective than using one approach in a Saudi context, which is significantly different from where these studies were carried out and investigated. Therefore, context plays an important role in the effectiveness of a leadership style. For instance, there are many differences in terms of culture such as religion, gender and other related aspects, such as customs and traditions. In addition, some cultures value charismatic leaders as the most effective; while other cultures might determine that an effective leader must be strong by applying the system strictly and observing regulations. Such aspects of leaders might significantly influence their behaviour and their actions with their staff.

Researchers were not convinced by the behaviours approach and they continued to explore different approach that distinguish an effective leader. They continued to criticize these behaviours as discussed early. As a result, the direction after the behaviours approach shifted to focus more on the situation that the leaders might encounter in their organisation. Therefore, the next section will evaluate this stage of the development of leadership theories in more detail.

2.4.3 Situational theory

Researchers have continued to uncover some approaches that might make leaders more effective, enabling them to face the challenges that they might encounter in their organisations. As a result, the situational theory emerged, Northouse (2016) stated that this model means that a successful leader should use the most appropriate style according to the situation. Northouse (2016) explained that with such a model the leader applies either a directive or a supportive approach. Furthermore, Northouse (2016) claimed that with such an approach, a leader must understand each employee's level of maturity to achieve the required goals, and accordingly use the correct approach: directive or supportive. The

maturity of the employees is crucial with a situational leadership approach, which can be used in order to choose the most appropriate leadership approach (Hersey et al. 1982). Hersey et al. (1982:217) stated that the maturity could “range from very low (M1) to very high levels of maturity (M4)”. Hersey et al. (1982) stated that the situational theory consisted of four behaviours. These four behaviours are explained below.

- 1- “Telling (S1)” is for those who “need clear directions and close supervision” (M1).
- 2- “Selling (S2)” is for those “who are willing but unable to take responsibility for a specific task or function” (M2).
- 3- “Participating (S3)” is for those who “have the ability to perform the specific task but lack confidence or enthusiasm” (M3).
- 4- “Delegating (S4)” is for those “who are both able and willing to perform the specific task (M4)” (Hersey et al. 1982:217-219).

There are some positive aspects with the situational leadership approach. For instance, it has been used extensively in order to train leaders (Northouse, 2016). Secondly, this model can be implemented easily in diverse circumstances. Thirdly, the situational approach mainly focusses on staff ability and as a result the leader applies the most appropriate approach (Northouse, 2016). With such an approach, staff are an important aspect; according to their needs the leaders use the style that they think will work well in relation to the needs of each individual.

However, there are some limitations with the situational leadership approach. For instance, a negative side to this type of leader is the complexity of identifying the staff’s level of ability (Northouse, 2016). In addition, one of the criticisms of this approach is that it did not take into consideration people’s age, experiences and other related factors that might affect this type of leadership style and how it works (Northouse, 2016). Finally, this style did not explain how we can deal with an organisation that has many staff members: do we have to measure

each individual's ability or estimate their ability as a whole and apply the most suitable leadership style (Northouse, 2016). Having discussed the situational leadership approach, another leadership style that have been used widely in education setting will be explore in the next section.

2.4.4 Instructional theory

The instructional leadership style has been used since the 1980s (Hallinger, 2003; Stewart, 2006). This approach emerged as a learning-focused leadership style (Stewart, 2006). The main aim of this approach is on what is operating in the classroom, with a view to improving outcomes (Leithwood et al. 1999; Stewart, 2006). Hallinger and Murphy (1985) stated that an instructional leader typically identifies the mission that is to be accomplished. In addition, the school leader is involved in the core of the teachers' work.

However, the idea that the leader is the only expert in schools is not appropriate in schools today (Lambert, 2002). The significant limitation of this type of leadership style is that the school leader is considered the only one who can decide, even if he or she lacks appropriate skills and knowledge that are needed in a school's complex setting. Stewart (2006) stated that the main problem with the instructional leadership style is that staff might have a good practice that might enhance schools' performance and with such a style staff involvement is neglected. This type of leader does not effectively work well in schools seeking to have a high quality of education. In addition, the pressure and the accountability faced by school leaders from different stakeholders such as parents and governments for better outcomes has opened up a space for other leadership styles to appear (Adams and Kirst, 1999). As a result of pressing demands for high student achievement and accountability, researchers have shifted their focus from this narrow type of leadership approach to a wider approach based on the study of those who share, cooperate, and consider other expertise. Hallinger (2003:330) argued that researchers from 1990 started to use a new approach which is wider: "more consistent with evolving trends in educational reform such as empowerment, shared

leadership, and organizational learning”. In addition, as a result of the accountability that faces leaders, Stewart (2006:7) noted that “new terms began to emerge in literature such as: shared leadership, teacher leadership, distributed leadership and transformational leadership”. At this stage, researchers recognised that a leader was not the only expert in a school, which was the main core of instructional leadership style and, as a result, this approach had become less effective (Hallinger, 2003). Hallinger (2003:330) argued that the transformational leadership style “seeks to build the organization’s capacity to select its purposes and to support the development of changes to practices of teaching and learning”. Accordingly, in the next section the focus shifts to the model that has been used as a conceptual framework for this study: the full range of leadership, a key theory that was developed by Bass and Avolio (1994). More specifically, the focus is on the transformational leadership style, which has been promoted as the leadership style that is most suited for the 21st- century.

2.4.5 The full range of leadership theory

The full range of leadership theory is a model which was introduced by Bass and Avolio (1994), who argued that leaders in an organisation can act according to three type of leadership style: transformational, transactional and passive. For that they created an instrument designed to measure the three types of leadership styles by using a method which is called the *Multifactor Leadership Questionnaire* (MLQ). This instrument was first created by Bass (1985). Further, in the same instrument, there are three outcomes that measure the result of the three leadership styles: staff making extra effort, staff satisfaction and leader effectiveness (Bass and Avolio, 1994). Accordingly, in this chapter, the focus will be on the three leadership styles (the transformational, the transactional and the passive) and their three outcomes. However, there are some limitations in the usage of the MLQ instrument. For instance, it was created originally in the West, and has not been widely used in the Arab context. However, it has been provided by the Mindgarden with an Arabic version. Second,

the MLQ instrument only measures three types of leadership style: transformational, transactional and passive. As a result, other styles could not be measured by implementing this instrument. However, this limitation was overcome in this study by employing a second phase of interviews. Through the interview process participants were asked to describe other styles that they might have experienced in their schools. Third, Tejeda et al. (2001:33) argued that “the concepts identified as transformational behaviors are vague and that the theoretical rationale for differentiating among the behaviors is not delineated by theory”. However, the researcher applied interview phase in order to overcome this issue. Fourth, social culture and its implications could influence the use of different leadership style, therefore further questions were added in the interview phase in this study in order to measure the effect of Saudi culture. Further description of the instrument used will be provided in the methodology chapter.

2.4.5.1 The transformational theory

Downton (1973) introduced the term transformational leadership style. This model is one of the most studied approaches (Griffith, 2004; Bass and Riggio, 2006; Diaz-Saenz, 2011; Northouse, 2016). Judge et al. (2008) stated that this type of leadership style was widely diffused in many organizations. However, the investigation of the transformational leadership style started with Burns in (1978). Ayazra (2006) stated that Burns was the true founder of the transformational leadership theory. Burns (1978:169) explained this approach as leaders who “teach and are taught by their followers-acquire many of their skills from everyday experiences”. This type of leadership style can be implemented “when one or more persons *engage* with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978:20). It involves making staff aware of what tasks and goals need to be accomplished by affecting their emotion.

After Burns (1978), fundamental work on this type of leader was continued by Bass (1985), who started to investigate this type of leadership style. Bass (1985) added several new

behaviours to the model of the transformational leadership style: idealized influence leader or charisma, inspired leader, intellectual stimulation leader, trainer leader. Avolio and Bass (2004:3) stated that this type of leader is “inspirational, intellectually stimulating, challenging, visionary, development oriented, and determined to maximize performance”.

The high aspirations of the transformational theory are evident in the language used by its exponents. As noted in the introduction, Bass (1995:467) explained the idea of followers being converted into disciples, and how followers tend to develop into leaders. With this type, leaders work to enhance their employees’ “awareness and consciousness of what is really important, and move them to go beyond their own self-interest for the good of the larger entities to which they belong” (Bass, 1995:467). Bass and Steidlmeier (1999) stated that in order to be truly a transformational leader, you have to define what goals you want to achieve by sharing with the group to determine these goals in a collective spirit, not by being selfish. Typically, there is a strong investment in the idea of the higher goals of the organization, beyond the individual. For example, Yukl (2013) stated that a transformational leader is a motivator, makes staff aware of the desired results and the importance of the results. Also, a transformational leader considers the interests of the institution and their colleagues among their personal interests. Those leaders who follow this approach urge their employees to have a high degree of commitment to achieve their goals; they also stimulate their employees to be more creative; they empower them to face challenges and difficulties. Leaders who follow this approach train their followers and assist them (Bass and Riggio, 2006). Accordingly, the transformational leadership style is not a hierarchical approach, it is the leadership style that can be enacted by the whole staff organisation (Bass and Riggio, 2006). In addition, they argued that the most important aspect with such a style is that leadership must be employed by everyone in the organisation. What distinguishes the transformational approach is that it “fits the needs of today’s work groups, who want to be inspired and empowered to succeed in times of uncertainty” (Northouse; 2016:161). This

type of leader aims to be proactive, likes production through teamwork, and always motivates his or her staff to produce more than expected of them (Bass, 1995).

After Burns (1978) and Bass (1985), work on transformational leadership style was continued by Leithwood (1994), who brought this model completely into the educational context (Stewart, 2006). Geijssels et al. (2003:231) stated that “research about transformational leadership in educational settings was initiated in Canada by Leithwood and his colleagues in the late 1980s and early 1990s”. Leithwood (1994) developed different theories and empirical research in the field of education regarding the transformational leadership style. He argued that modern leaders are required in order to solve problems in education today. Leithwood (1994) introduced six behaviours which identify the transformational leadership style: first, determining a school’s vision collaboratively with other school staff; second, agreement about a common objective among all school staff; third, the leader has to have confidence that staff will perform to a high level; fourth, the leader has to serve as a role model; fifth, leaders have to encourage staff to think in different ways in order to solve problems; sixth, a leader is supportive and considerate of the staff (Podsakoff et al. 1990; and Leithwood, 1994). In addition, to explore the transactional leadership style, Leithwood (1994) introduced two behaviours that can be used to identify this type of leader: first, rewarding staff based on their efforts; second, monitoring performance to avoid problems (Leithwood, 1994).

In the following sections of this chapter, the five elements that constitute the transformational leadership style determined by Bass and Avolio (1994) will be examined. These five elements are Idealized Influence attribute and behaviours (IIA) (IIB), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individual Consideration (IC).

2.4.5.1.1 Idealized influence attributes and behaviours (charisma)

Idealized influence attributes and behaviours are the first and the second subscales for the transformational leadership style. Idealized influence applies to those leaders who act as a

role model for others, and others desire to emulate such leaders. In addition, these leaders deal with their subordinates in a highly ethical manner; they respect their followers and are respected by their followers; their followers depend on them for many things, and they stand beside their followers (Bass and Avolio, 1994; Judge and Piccolo, 2004; Northouse, 2016 and Onorato, 2013). Northouse (2016:167) stated that two aspects are involved in idealized influence. First, *attributional* which “refers to the attributions of leaders made by followers based on perceptions they have of their leaders”. Second, *behavioural* which “refers to followers’ observations of leader behavior”. Various aspects are involved in these two types of leadership approach: trust, respect, being a role model, fairness, equality, justice, showing confidence and being strong during a crisis. Bass (1997:133) stated that those leaders “display conviction, emphasize trust, take stands on difficult issues, present their most important values, and emphasize the importance of purpose, commitment, and the ethical consequences of decisions”. In this model, leaders deal with their staff by means of trust and the leader respects the staff. Also, the leader must have an appropriate level of power, confidence and knowledge. The statements (items) that constitute the idealized influence attributes and behaviours (IIA and IIB) (charisma) will be reported in the methodology chapter (under the survey phase section).

One of the most important aspects of idealized influence leadership style is trust; for instance, through trust leaders can make changes happen in their organisation. Dambe and Moorad (2008) stated that one of the significant aspects of building trust is that it can eliminate centralisation and promote working as a team, which they deemed to be more effective than working individually. Leaders use such an approach to achieve the organisation’s goals through this behaviour. However, in Saudi culture, leaders do not always trust teachers, so this aspect might not contribute to being an effective leader (Altayar; 2003).

Another behaviour associated with this type of leadership style involves dealing with staff by means of fairness and justice which makes leaders more effective. Middlewood and Abbott

(2017:186) emphasised the significant role of “fairness and transparency” in a school’s context to “support individuals’ motivation and overall staff moral”. In addition, being a role model is also a very important part of idealized influence. Leaders with such an approach act as role model whom everyone wants to follow. Kouzes and Posner (2012:17) argued that “one of the best ways to prove that something is important is by doing it yourself and setting an example”. Dambe and Moorad (2008) noted that such leaders enable staff to work in an atmosphere of cooperation, partnership and consideration of each other’s. This model of leadership style, which is based on trust, respect, charisma, confidence and power is employed in some organisations.

However, is a charismatic leader considered an effective leadership style in Saudi Arabia which has have a different culture and values? The researcher’s own experience is supported by Northouse (2016) who argued that most Middle Eastern countries perceive that the charismatic leader is an ineffective type of leader. Northouse (2016:446) also argued that “the leadership profile for the Middle Eastern countries differs significantly from the profiles of the other cultural clusters”. Therefore, this aspect of cultural difference needs to be considered, before applying this type of leadership style in order to ensure its success. For instance, Murphy (2017:253) commented on the implementing of community development in schools “without a deep understanding of and maps of the schooling landscape, the outcome of community- building work is unlikely to be positive”.

Having explained the first and the second component of the transformational leadership style, motivating and inspiring staff is another important component of the transformational leadership style which will be discussed in the next section.

2.4.5.1.2 Inspiration motivation

Inspirational motivation (IM) is the third subscale that composed the transformational leadership style. This type of leader works with a specific vision that guides their way (Bass

and Avolio, 1994; Bass, 1997; and Judge and Piccolo, 2004; and Onorato, 2013). In addition, working as a team is an important aspect with inspirational motivation approach (Northouse, 2016). However, with this approach, the specified vision should be shared with others effectively in order to make the leader more effective (Fullan, 2001). Communicating the vision is another important element with the inspirational motivation leadership style. Nonetheless, it is frequently contended that by communicating the vision, staff will be more aware of the vision and the work required to accomplish its goals (Leithwood et al. 2010). Furthermore, agreement among all staff about the discussed vision is very important as it enables visionary principals to be more effective by inspiration rather than force or obligation (Leithwood and Riehl, 2003). Clearly, vision is an important element for success, if it is effectively shared and communicated with others in schools. There are exceptions; for instance, Marks and Printy (2003), and Barnett and McCormack (2003), have been critical of the high significance attributed to vision which will be discussed later. The statements (items) that consisted the inspiration motivation approach also will be discussed in the methodology chapter (under the survey phase section).

Many researchers have commented on the benefits of having a clear vision. For instance, Hallinger and Heck (1998) reviewed 40 research projects which showed that vision was the most important element for success. Accordingly, they concluded that vision was perceived by the majority of the studies in the review as an important element for success. Having reviewed 70 research studies, Waters et al. (2003) concluded that having a clear vision made a leader more effective. Moreover, a study conducted by Day et al. (2001) that included 12 schools in England, which were judged by the Office for Standards in Education (OFSTED) as having effective leaders, concluded that having a clear vision made the school more effective; these leaders were sharing and communicating their school's vision effectively, which helped them to be more successful. It is evident that sharing and agreeing about a

vision enables a leader to be more effective and as a result creates a good school culture and results will be affected positively.

However, the inspirational motivation (visionary) leadership approach needs capable and skilled leaders who know how to work effectively with staff. Senge (2012) has pointed out that in order for the vision to be shared, it must be stressed by the leader, and it is discussed frequently as it develops. In their case study, Barnett and McCormick (2003) concluded that vision was not so important element. They stated that the vision aspect is exaggerated by the researchers. They argued that considering staff needs (providing training for them) is more important than having a vision.

The inspirational motivation leadership approach sounds attractive; however, it is a difficult to be accomplish in a culture that is centralised such as Saudi schools which might have different leadership profiles. One explanation is that the vision would conflict with a centralised leadership style; local leadership style needs to be removed or reduced in order to have more effective outcomes with such an approach. In the Saudi context (as explained previously) the culture does not accept or might not be flexible even if it is encouraged by the MOE. What people are used to for a long time is difficult to change. With such traditional hierarchical barriers, new leadership approaches might need to be introduced and applied gradually as people dislike radical innovation, otherwise they might lead to negative outcomes or might be rejected. Therefore, again we have to consider this aspect in order to effectively apply this type of leadership style successfully. Having evaluated the benefits of having a clear vision and the negative side of this approach, stimulating staff is also another important element which composed the transformational leadership style that will be evaluated in the next section.

2.4.5.1.3 Intellectual stimulation

Intellectual stimulation (IS) is the fourth subscale from the transformational leadership style. This type of leader works in a different way with their staff; for instance, enabling them to ask questions and face challenges in order to encourage them to be more creative and effective. Further, with such an approach, the leader encourages staff to examine assumptions, to take risks and not to assume that the *status quo* is settled and correct. People need to think differently to solve problems in new ways (Bass and Avolio, 1994; Judge and Piccolo, 2004; Kouzes and Posner, 2012; and Onorato, 2013). Moreover, Leithwood et al. (2010) noted that when there is an atmosphere of cooperation and consultation among teachers, this will enable them more easily to solve the problems that they are facing in their schools. In addition, Leithwood et al. (2010) expressed that it was evident from their study that there was a shift in the performance of the school because the teachers had an opportunity to work together which had a major impact on their students' performance. Clearly, this approach to leadership is based on the idea that working together involves taking risks which helps with innovation and creativity. The statements (items) that comprised the intellectual stimulation will be explained in the methodology chapter (under the survey phase section).

Again, this approach sounds appealing and it might help an organisation's staff to be more effective and creative. However, the question that needs to be asked here is to what extent this approach could work effectively in Saudi culture which is considered a more conservative society. As explained, this approach involves taking a risk; however, many Arab people might be uncomfortable with this aspect that involves taking risks compared to the United States (Northouse, 2016). Therefore, leaders in the Middle East context might think more carefully before trusting and sharing a policy with others. For this reason, before implementing this type of style, cultural differences need to be taken into consideration. A general theory cannot

fully account for the complexity of practice and the practical problems that might be encountered.

2.4.5.1.4 Individual consideration

Individual consideration (IC) is the fifth subscale of the transformational leadership style. The leader provides training and identifies staff needs and notices weaknesses. Further, with such an approach, the leader works as a coach for their staff and encourages them to take any opportunities to improve their skills (Bass and Avolio, 1994; Judge and Piccolo, 2004; Onorato, 2013 and Northouse, 2016). Evidence for individual consideration has been shown by Robinson et al. (2008) who conducted a meta-analysis that comprised 27 studies from 1978 to 2006 based on research conducted in the USA, Canada and other countries. They concluded that the individual consideration approach was an important element for success in terms of student outcomes in these studies. They argued that the skills needed for teachers are always changing and need constant updating. Furthermore, they argued that leaders who support their staff needs (in terms of professional development) enhance their staff learning. They concluded that a trainer leader interacts positively with teachers and, as a result, on the students. In summary, an individual consideration approach involves a type of trainer leader who supports each teacher's needs in terms of their professional development. The statements (items) that consisted the individual consideration leadership style will be stated in the methodology chapter (under the survey phase section).

However, some studies have been less positive about the individual consideration leadership approach. From their study, Geijsel et al. (2003) concluded that a leader who pays consideration to staff training is less effective than the leader who encourages creativity and challenges them to make more of an effort; in fact, teachers were found to make an extra effort when dealing with a stimulating leader

In Saudi Arabia the MOE have been conducting several training reforms in order to enhance teachers' performance as discussed in the introduction chapter; however, their effectiveness needs to be evaluated. Also, the leaders might need more training than teachers. Some observers argue that leaders in Saudi schools lack the skills needed to deal with their staff (Al-issa, 2009). Therefore, leaders should be first trained effectively in order to develop effective teachers. Moreover, as explained previously, teachers in Saudi schools have a lack of motivation to train and to develop. Therefore, the type of training might need to be considered in order to make it more effective. For instance, in the current study, some teachers and leaders argued that teachers became more motivated to learn new skills and to be more enthusiastic if they were involved in the process of education policy in their own school. Having explained the significance role of the transformational leadership style and its five components, in the next section the positive side of this leadership style will be provided, followed by the negative outcomes from this approach.

Researchers have identified different positive aspects of the transformational leadership style. For instance, this leadership style has been widely studied in numerous organisations and settings with different approaches to methodology since the 1970s (Northouse, 2016). Secondly, this approach offers vision and challenges which appear to be a more modern approach (Northouse, 2016). The third positive aspect of this approach is that it is a type of leadership style that pays attention to leaders and staff, rather than the leader alone (Northouse, 2016). Fourthly, this approach is important as it can make other leadership styles more effective if they are used together (Northouse, 2016). The fifth positive aspect of this approach is that its main focus is on the ethical dimension (Northouse, 2016).

However, although there are advantages that can be obtained from implementing the transformational leadership style, some researchers have criticised this model. The first criticism is that this approach consists of many aspects (such as IIA, IIB, IM, IS and IC), which makes it a more complex approach. In this regard, Northouse (2016) argued that this

theory is too vague; transformational leadership has too many characteristics such as being a visionary, training and challenging, which makes it more difficult to identify specific behaviours and their limits. In addition, some researchers regard charismatic leadership as a component of the transformational leadership style (Barbuto, 2005), whereas others treat these two approaches as synonymous (Bryman, 1992). Clark and Clark (1996:49) argued that “the distinction between charismatic leaders and transformational leaders is not clear-cut”. Also, they stated that “the descriptions of the behaviors are quite similar to those of charismatic leaders”. Second, some researchers contend that transformational leadership should not be used as the sole approach to work effectively in any organisation. For instance, it should be combined with the transactional leadership approach if it is to be most effective (Bass and Avolio, 1993a). Fourth, the main focus of the transformational leadership style is its celebration of change, which might not work in the same way in all cultures (Northouse, 2016). One of the major problems of the transformational leadership style with regard to Saudi education is that many people are opposed to significant changes that challenge tradition, people could be worse off. In this regard, Northouse (2016:433) argued that Middle Eastern societies are known as “past-oriented,” countries. However, change is the most important aspect of the transformational leadership style.

In summary, the transformational approach can be applied in different cultures and organizations. Before implementing this type of leadership, we should consider whether it might work well in different circumstances. For instance, is there any barrier (such as culture) that might prevent this approach from working effectively? This approach needs to be investigated in terms of its applicability in different contexts. For instance, is such a leader suitable in a culture such as that of Saudi Arabia which is generally hierarchical by tradition? For instance, this country operates a highly centralised education system which might prevent the application of modern Western theories of leadership. Marghalani (2018) explained that Saudi education is characterized as a central system; the MOE is the main determinant of

school policies, so there is no room for participation from the staff, especially when decisions are all taken at a higher level. Similarly, Abdul Hamid (2012:175) has argued that centralization is what distinguishes the education system in Saudi Arabia. Litz and Scot (2017:584) concluded that a leadership style cannot be applied in any culture in the same way; although “the concept of transformational leadership allows for a great deal of flexibility”, it is evident that “contemporary and contextualised models need to be adapted for Islamic nations”. Also, Litz and Scot (2017) concluded that urging teachers to use new leadership styles seems to be difficult; what is required is a progressive adjustment of the system and the involvement of all teachers; an open and inclusive process of transformation will be more likely to achieve success.

Therefore, with such a system is it effective to implement the new model gradually, or perhaps not at all? In summary, while it is important to acknowledge cultural differences, it is also important not to exaggerate them. Therefore, its applicability in Saudi schools needs to be considered cautiously, or such an approach needs to be gradually applied in order to make it more effective. Furthermore, by partially implementing this approach, we can monitor the progress of Saudi education; such an approach needs to be assessed over a period of time in order to judge its effectiveness.

2.4.5.2 The transactional theory

The transactional approach is a type of management style that is based on the transaction between leaders and staff (Burns, 1978; Avolio et al., 1991; Bass and Avolio, 1994; Onorato, 2013 and Northouse, 2016). The transactional approach is based on the leader’s use of power. Alsamih (2009) argued that it is a power-based leadership approach, adding that a leader treats staff officially in a formal way. Similarly, Northouse (2013) argued that schools’ decisions are enacted only by leaders. Contrarily, with low performing staff, reporting may apply (Alsamih; 2009). Miller and Miller (2001:182) argued that with the transactional approach “to the teacher, interaction between administrators and teachers is usually episodic,

short-lived and limited to the exchange transaction”. Cardona (2000:204) argued that such leaders are “usually good negotiators, authoritarian or even aggressive”. This type of leadership style has two subscales: contingent reward (CR) and management by exception active (MBEA) (Bass, 1985), which will be discussed in the next section.

2.4.5.2.1 Contingent reward

Contingent reward (CR) is the first component of the transactional leadership style, which is based on the idea that clarification of tasks needs to be given to the staff and as a result rewards can be provided (Judge and Piccolo, 2004; Onorato, 2013 and Northouse, 2016). Furthermore, this type of leadership style is characterized by an agreement between the leader and the employee regarding what to do, and what has resulted in the performance of this work (Bass and Avolio, 1993b). Ayazra (2006) stated that as a result of teacher’s hard work, rewards are provided by school leaders. This is the main element of the contingent reward approach. The statements (items) that comprise the contingent reward will be highlighted in the methodology chapter (under the survey phase section).

However, another type of transactional leadership style is the management by exception active, which uses a monitoring approach in order to enhance performance. This type will be discussed in the next section.

2.4.5.2.1 Management by exception active

Management by exception active (MBEA) is the second component of the transactional leadership style, which is based on the idea that staff’s performance needs to be monitored. (Judge and Piccolo, 2004; and Onorato, 2013). This type of leader monitors staff performance before mistakes occur (Northouse, 2016). Northouse (2016:171) stated that an active leader “watches followers closely for mistakes or rule violations and then takes corrective action”. Furthermore, leaders may use their power and authority to punish staff because of their low performance (Avolio and Bass, 2004). The statements (items) that are

included in the management by exception active will be outlined in the methodology chapter (under the survey phase section).

Nonetheless, the transactional leadership style and its two subscales (contingent reward and the management by exception active) have been criticized by some researchers for their limitations. For instance, one of these limitations is that when the transactional approach is implemented alone, organisations cannot change their performance; they just regard organisations at the same level (Burns, 1978 and Silins, 1994). The key element with the transformational leadership style is enhancing changes in performance (Burns, 1978). Having explained the transactional approach and its two subscales, the non-leadership approach will be discussed in the next section.

2.4.5.3 Passive-avoidant leadership

The passive approach is a type of leadership that is based on the absence of leaders' behaviours; for instance, there is no monitoring or support for staff performance from leaders. This approach involves leaders who are inactive; they merely keep staff doing what they want. They consider that their staff members are able to manage their work alone without any support, which is the passive leadership style. Leaders do not participate with their staff; for instance, staff have a complete freedom to do their work (Onorato, 2013 and Northouse, 2016). Bateh and Heyliger (2014:38) explained that this approach is where "the leader acts only if the performance fails to meet the expected standards". According to Bass (1985) it tends to be linked negatively with an organisation's outcomes; on the other hand, the transformational and transactional approaches were always reported positively as correlated with an organisation's outcomes (Bass, 1985).

In this study the focus will be more on the transformational and transactional leadership styles than the passive style, since these two leadership styles are reported by many researchers as the styles most used in the educational context. Furthermore, this type of

leadership (the passive) is not an appropriate style within a school context; for instance, with this approach leaders do not improve or train their staff. The passive approach consists of two subscales: for instance, management by exception passive (MBEP) and laissez-faire (LF), which will be discussed in the next section.

2.4.5.3.1 Management by exception passive

Management by exception passive (MBEP) is the first subscale that constitutes the passive leadership style. This approach is based on the perception that leaders do not interfere until mistakes occur, which is the opposite of the active style subscale of the transactional leadership style (Judge and Piccolo, 2004; Onorato, 2013 and Northouse, 2016). With a passive approach it is considered that staff have enough knowledge to do their required job (Avolio and Bass; 2004). The statements (items) that are included in the management by exception passive style will be reported in the methodology chapter (under the survey phase section).

2.4.5.3.2 Laissez-faire

Laissez-faire is the second subscale that constitutes the passive leadership style. The *laissez-faire* style is extremely different as the leader does not involve workers at all. This approach is based on the perception that leaders do not interfere in the work of staff. Taking this approach, leaders avoid any responsibility, so staff are free to do what they want (Bass, 1997; Judge and Piccolo, 2004 and Onorato, 2013). Furthermore, this approach has been reported as the worst leadership style (Bass, 1999 and Northouse, 2016). Avolio (2011) described this type of leader as an individual who does not take into consideration what is taking place in the organisation; they are indecisive and avoid responsibility; they are reliant on others taking charge and making necessary decisions. More information on the effects on organisation performance will be discussed in the empirical studies section in this chapter. The statements (items) that are associated with the laissez-faire style will be reported in the methodology chapter (under the survey phase section).

However, the focus now will proceed to the two most important leadership styles (the transformational and the transactional), in terms of the differences between them and the need to combine them in order to make organisations more effective.

2.4.5.4 Transformational and transactional leadership style characteristics

This section examines the differences between the transformational and the transactional leadership style. For instance, it was previously mentioned that there were some differences in terms of their effectiveness. In this section, the emphasis is on the most important differences reported by some researchers. Specifically, the aim is to clarify what each approach can do in terms of an organisation's effectiveness.

In order to achieve an organisation's goals, the transformational leadership style uses different attributes emotionally (moral and relationship-based theory), such as trust, respect, fairness, participation, consideration, listening and consulting (Burns, 1978 and Bass, 1999). Burns (1978:20) argued that transformational "leaders throw themselves into a relationship with followers who will feel 'elevated' by it and often become more active themselves". Accordingly, with such a leader, staff can be affected emotionally to achieve performance. In contrast, with the transactional approach, a leader uses different attributes such as rewards or close supervision to achieve performance. Accordingly, with such an approach, fear and rewards are the most important aspect for achieving goals (Cardona, 2000).

The transformational leadership style enhances and encourages change, based on high expectations. Evidently, the change process is a very important aspect with such an approach (Northouse, 2006). However, with the transactional leadership style, the organisation maintains a minimal performance, as there is no need to change; the most important part is performing the required tasks (Northouse, 2006). Again, the question needs to be raised here: how far are Saudi teachers prepared to change and to adapt to a new model of leadership style? Through this research, we are seeking a clearer understanding of teachers' readiness to

adapt to this type of leader, we have to ask whether teachers are ready to change, for leaders must also be ready to accept this change, given that they are accustomed to operate their schools based on traditional centralisation and a strongly hierarchical ethos. In terms of the development of staff, transformational leaders strive to improve their practices and others'. They monitor staff to notice any weaknesses and deal with them (Northouse, 2006). However, with the transactional leadership style, development is not important (Northouse, 2006).

Another important aspect of the transformational and transactional leadership style is the combination of these two approaches by leaders. For instance, using one approach in an organisation is not an appropriate (Bass, 1995). Accordingly, effective school leaders should use attributes from both styles. In this regard, Avolio et al. (1991) argued that the users of the transformational leadership approach should not abandon the transactional leadership style as it has a complementary function. Similarly, Day et al. (2001:47) explained that the leaders they studied in schools were both transactional and transformational. The transactional was employed to maintain performance and the transformational was employed to develop staff. For instance, they stated that "the principals were both transactional—ensuring that systems were maintained and developed, targets were formulated and met and that their schools ran smoothly—and transformative—building on esteem, competence, autonomy and achievement". Bass (1998:5-21) argued that "transformational leadership styles build on the transactional base in contributing to the extra effort and performance of followers". This observation means that successful leaders use a combination of transformational and transactional attributes to improve outcomes. Bass and Riggio (2006:4) stated that "transformational leadership is in some ways an expansion of transactional leadership". For instance, they explained that by using the transactional, leaders ensure that all tasks are met; however, the transformational leadership approach "raises leadership to the next level", such as adding more capacity and effort.

Nonetheless, a minority of researchers disagree with the combination of the transformational and transactional leadership behaviours. For instance, Burns (1978) concluded that the transformational behaviours (such as trust, being a role model, respect, stimulating staff and being a trainer leader) should be used alone with no combination of other behaviours. Furthermore, he stated that it is more difficult for leaders to implement behaviours derived from the transformational leadership attributes with behaviours taken from the transactional leadership attributes in one specific case as it would cause contradiction or confusion. My observation here is that this view of Burns (1978) supports the experience of many of leaders in Saudi schools, who lack the appropriate skills that would enable them to combine the two types of leadership style (Khalil and Karim, 2016). Having explained the significant role of leadership theories, it is also important to highlight some aspects related to these styles, such as job satisfaction and teachers' extra effort.

2.5 Job satisfaction

Teaching is a difficult task and those who work within this job need to feel satisfied. Alhazmi (2012) argued that one of the hardest jobs that exhausts staff is teaching, so it is essential to promote teachers' job satisfaction. Locke (1969:316) defined job satisfaction as "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values". In addition, Locke also stated that job dissatisfaction is "the unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's job values or as entailing disvalues" (316). Teachers' job satisfaction is an important element for success; for instance, when teachers feel that they are satisfied with their job, their performance will be enhanced and as a result this will affect the performance of the schools. Specifically, Demirtas (2010) concluded that there was a positive correlation between a teacher's satisfaction and students' achievement. In addition, Ingersoll (2001:499) concluded that many teachers leave their teaching profession not because of retirement but for other reasons. Therefore, the leader's main

responsibility is to create and provide a good school environment that makes their staff more satisfied. This can be enhanced through a leader's daily actions. Such behaviours enable teachers feel so happy or so stressed that it affects their performance. For instance, when teachers feel stress in their job, their practices in the classroom can be affected negatively (Demirtas, 2010 and Collie et al. 2012). By contrast, when teachers feel more satisfied, their attributes will be positive in terms of their commitment. From their study which consisted of 13 high schools Naile and Selesho (2014) found that teachers were more committed to their work when they are motivated by the school leaders' behaviours of the transformational leadership style.

Fostering better relationships between staff and leaders is an important aspect to create a good school environment. A good school environment will affect staff job satisfaction positively. From their study, Skaalvik and Skaalvik (2011) concluded that teacher satisfaction is linked to building good relationships with the manager. These are hardly surprising findings. Also, they concluded that, it is an important element to create a school in which the teachers and the manager work in a supportive environment. Again, this finding does not appear unexpected. There is a difference between schools that encourage social and collaborative aspects and those which do not support their staff. For instance, supportive leaders can enhance staff's feeling happy and satisfied. However, a non-supportive leader makes staff less satisfied and unhappy. In addition, standing with teachers in difficult times can make them more satisfied and motivated.

However, a teacher's job satisfaction is not only affected by school conditions and their leader's behaviours, but also by several factors such as the type of school, (Crossman and Harris, 2006) and staff's experience (Xin and Robert, 1999). Furthermore, leaders' behaviours will not only affect teachers satisfaction, but also staff will make an extra effort and achieve more than what was expected from them. Accordingly, in the next section the element of extra effort will be discussed.

2.6 Extra effort

Any organisation would like to have staff that who can perform more than what is expected from them. Extra effort is an important element that can enhance an organisation's performance. There are several behaviours that can encourage staff to work harder and to make extra effort. For instance, when there is a leader who is supportive, sympathetic, trusted, compassion and respected, there will be hard working staff. Several studies have found a relationship between different leadership styles such as transformational and making an extra effort (Seltzer and Bass, 1990 and Geijsel et al. 2003). Ilies et al. (2006) stated that one of the most significant features of transformational leaders is that they can modify the behaviour of their employees to make more effort, especially in relation to some key aspects of the organization that need extra effort. Geijsel et al. (2003:234) argued that one of the benefits of transformational leaders is that they encourage employees to make more effort to enact changes in the organization. Therefore, in order to motivate staff to work harder, leaders should implement the leadership style that can enhance their motivational level. This is brief summary of what a leadership style can achieve in terms of staff job satisfaction and extra effort. More evidence will be provided in the next section.

In summary, what has been explained above in this chapter is chiefly based on leadership theories. In the next section we dig deeper into empirical studies that have been conducted to test leadership theories and to examine their effects in more detail. In addition, there will be critical evaluation of these empirical studies in order to gain a clearer understanding of the contribution of this study.

2.7 Empirical studies

A range of empirical research that has been conducted in a variety of contexts will be discussed and critically evaluated. This section has two parts: the first focuses on worldwide meta-analytical and individual studies; the second part discusses individual studies that have been conducted in the Arab context and more specifically in the Saudi context. One of the

advantages of meta-analysis is that it provides helpful generalizations across a wide field and chronological range. On the other hand, the meta-analysis tends to erase the distinctive and individual features of each research project, as though all cultures are comparable. Therefore, individual studies will be discussed in order to understand their distinctive features.

2.7.1 Meta-analysis

In terms of mixed organisation context, Lowe et al. (1996) conducted a meta-analysis which aimed to examine the effect of different leadership styles on effectiveness in private and public organisations. In this review, only studies that used the MLQ instrument were selected. In addition, the studies selected only if they reported and measured the effectiveness of a leader. The results showed that the transformational leadership style was positively associated with leaders' effectiveness more than the transactional. In addition, the transformational leadership style had a higher mean score in public organisations than in private ones. As well as charisma, individualized consideration behaviours have a strong association with a leader's effectiveness. Another significant meta-analysis conducted by Judge and Piccolo (2004) aimed to examine the effect of different leadership styles on three outcomes: motivation, job satisfaction and leader effectiveness. Judge and Piccolo (2004) concluded that transformational leadership behaviours and contingent reward were positively correlated with these three outcomes; management by exception passive and laissez-faire are not effective approaches. However, Judge and Piccolo (2004) stated that their result were not as strong as the results outlined by Lowe et al. (1996); for instance, their result found that the correlation for the transformational was 0.44, whereas for Lowe et al. (1996) it was 0.73.

In terms of educational context, different meta-analyses were carried out in order to examine the impact of the transformational leadership style on an organisation's performance. For instance, Hallinger and Heck (1998) conducted an influential meta-analysis that consisted of 40 studies published from 1980 to 1995. Their aims were to understand the claim that school

leader behaviours have an influential effect on school performance. They also aimed to examine the different effect of the school leader based on worldwide evidence. In their review, Hallinger and Heck (1998) set different criteria to select the studies for inclusion in their project: first; they were only focusing on studies aimed mainly at exploring the effect of leadership behaviours. Second, the selected studies must have employed a “measure of school performance as a dependent variable” (Hallinger and Heck, 1998:161). Thirdly, they included studies that had been conducted in various countries. The result of this meta-analysis indicated that the leadership style is significant. They specified that school leaders can have an influence on their schools through four aspects: first, identifying school purposes and goals; second, developing social networks; third, modelling the way for staff; fourth, organizational culture. However, they found that vision was a very important element for success, which was reported by many studies included in their review. These behaviours supported the idea that the transformational leadership style is the appropriate leadership style for leaders who want to implement change.

Another three meta-analyses conducted by different researchers identified several leaders' behaviours that are related to school effectiveness. For instance, Waters et al. (2003) identified 21 behaviours, Cotton (2003) identified 25 leader behaviours and Marzano et al. (2005) identified 21 leader behaviours that related positively to school effectiveness. Some of these behaviours were similar in each investigation, especially those conducted by Cotton (2003) and Marzano et al. (2005). For instance, Marzano et al. (2005:41) commented that 25 behaviours identified by Cotton (2003) were “quite similar to ours”. Each of these meta-analyses will be discussed.

Waters et al. (2003) conducted a meta-analysis that aimed to examine leadership behaviours that affect school outcomes. This review consisted 70 studies since the 1970s. Waters et al. (2003) concluded that there was a positive relationship between 21 leadership behaviours and student performance. For instance, the results indicated that among all the studies, 21

behaviours (such as vision, working as a team, rewarding) that could be classified as features of transformational and transactional leadership style were important as they enhanced students' outcomes. In summary, the 21 leadership behaviours reported in this review ranged from attributes that could be classified as transformational and some from the transactional. Nettles and Herrington (2007) listed the 21 behaviours reported by Waters et al. (2003) that fall under the transformational, transactional and situational leadership style, such as fairness, training, assessment, monitoring, use of the necessary leadership approach, operating in a timely manner, sharing a vision and identifying goals.

With regard to the review conducted by Cotton (2003) the aim was to investigate how leadership is important in its effects. The researcher focused on the actions taken by a school leader to enhance student achievement. In this review, Cotton (2003) determined 25 school leaders' behaviours which correlated positively with student learning. Cotton (2003) concluded that five behaviours enacted by school leaders were found to be positively correlated with student learning: goals, relationship, creating a good school culture, professional development and having responsibility. Goals, cooperation, and being trainer leaders were the most often repeated behaviours mentioned by Cotton (2003) and the previous two meta-analyses.

Third, Marzano et al. (2005) reviewed 69 projects that were carried out at different school stages. Marzano et al. (2005) concluded that the influence of school leaders came through different behaviours such as monitoring, enhancing practices by giving feedback, using a reward policy, being a good communicator, using intellectual stimulation strategies, involving others and being an attractive leader by modelling the way. To conclude, they identified 21 behaviours that are important for school success, stating that "all are important to the effective execution of leadership in schools" (Marzano et al. 2005:64).

In summary, the three meta-analyses conducted by (Waters et al. 2003; Cotton, 2003; Marzano et al. 2005) emphasised the importance of the transformational leadership behaviours, such as having clear vision, modelling the way, being a trainer leader and developing staff professionally, as well as the behaviours of the transactional style. All these types of behaviour are attributes of the transformational and transactional leadership styles.

Leithwood and Jantzi (2005) conducted a meta-analysis which consisted of 32 papers that covered the period 1996-2005. Their aim was to explore what transformational leadership can do in terms of its effect on school outcomes (student achievement). Their results showed that there was an indirect effect on student learning, which comes through school culture, the level of teachers' commitment and how much teachers are satisfied with their job.

Chin (2007) performed a meta-analysis based on 28 studies which include elementary and secondary schools. The aim was to examine the effect of transformational leadership style on the organisation's performance, and more specifically on teachers' job satisfaction, school effectiveness and student outcomes. Chin (2007) concluded that three aspects were affected positively by implementing the transformational approach: staff satisfaction, school effectiveness and student learning.

Another meta-analysis carried out by Robinson et al. (2008) involved 27 projects in various countries published from 1978 to 2006. The aim was to explore the influence of leadership (transformational and instructional) on student outcomes. Robinson et al. (2008) found five important aspects that have a positive effect: setting goals, ensuring resource availability, monitoring and evaluating, being trainer, enhancing supportive culture. However, being a trainer was a significant aspect in this review which had a significant positive affect.

More recently, Hallinger (2011) conducted a meta-analysis, whose purpose was to explore the effect that school leaders have on school outcomes. The findings of this investigation indicated that four aspects were significant: working together with a vision and values, being

a trainer, understanding school context and sharing responsibility (Hallinger, 2011). Clearly, working as a team within a school context was an important aspect which emphasised by the researcher. An effective leader should work collectively with other school staff. Another important element highlighted was the development of the staff. For instance, Hallinger commented that leadership involves building staff capacity in order to overcome any challenges that might be encountered. In this review understanding the school context was a very critical aspect for success. The point about the significance of context has informed this research on the distinctive traditional features of the Saudi educational system and the wider culture to which it belongs. In summary, in this meta-analysis it is evident that the leadership style is an important aspect that can influence a school positively through their clearly communicated vision, cooperation, and professionals' development and understanding the schools' context.

A more recent meta-analysis conducted by Leithwood and Sun (2012) reviewed 79 projects. The aim was to find what transformational leadership style can accomplish in terms of its effects on school performance. In this review, Leithwood and Sun (2012) concluded that 11 leadership behaviours were important, such as vision, expected high performance, being a trainer, challengers, being a model, creating a good culture (trust), working together, parent involvement, contingent rewards and monitoring performance. The majority of these behaviours are transformational or transactional. Each behaviour was a very important aspect. They concluded that it is important to consider the two approaches (the transformational and transactional) when running schools in order to maintain an effective school.

2.7.1.1 Critical evolution of the meta-analyses studies

The first limitation of these studies is that some of them were conducted in a mixed organisational context (Low et al., 1996; and Judge and Piccolo, 2004). This is more problematic as organisations are different and what works in the army, in health, or in other

organisations might be inappropriate for schools. For instance, many leaders may feel that their school is not a business, or that it should not be run on the same lines as the military. For instance, Johnson (1998:13) argued that “the structure of the organization directs and defines the flow and pattern of human interactions in the organization”.

The second limitation of the meta-analyses based on education context is that they were collected in different types of school; they investigated elementary (primary) and high schools. For instance, the meta-analyses undertaken by (Hallinger and Heck, 1998; Cotton, 2003; Leithwood and Jantzi, 2005; Chin, 2007; and Robinson et al. 2008). Hallinger and Heck (1998:157) mentioned the limitation of their meta-analysis “even taken as a group they do not resolve the most important theoretical and practical issues”. Furthermore, it was evident that they still need to understand “how contextual forces influence the exercise of leadership in the schoolhouse”.

The third limitation of these meta-analyses is the use of the MLQ as an instrument; (Low et al. 1996. and Chin, 2007). Low et al. (1996:413) concluded that “the greatest limitation of this research study is that a single measure of the relevant constructs forms the basis of our conclusions”. In addition, Hallinger and Heck (1998) only reviewed quantitative studies in their analysis. Hallinger and Heck (1998) concluded that one of the problems they encountered in their study was that they focused only on questionnaires, which prevented them from finding results for leadership from other methods that might provide different perspective. Consequently, other instruments and methods have been excluded, which means that some valuable studies might have been missed. Significantly, this tool does not include various kinds of leadership such as situational, shared, or distributed.

The fourth limitation of these studies is that they included data that is unpublished, such as the review carried out by Low et al. (1996); these unpublished studies have not been subjected to the peer review processes.

In summary, it is evident from the previously meta-analyses that the transformational leadership style was more effective than the transactional. However, the question that needs to be raised here is whether or not these studies (if undertaken in a Saudi context) would provide similar results in terms of the effectiveness of the transformational approach. Is it possible for a leader to apply in Arab countries the same values as those applied in Western countries? In addition, is it appropriate to have a specific model and apply it in different context without considering the other country's culture and values? Therefore, in the next section the cultural differences will be highlighted in terms of the effectiveness of a leader.

The previous two meta-analyses were undertaken in non-educational organisations (Lowe et al. 1996; and Judge and Piccolo, 2004), while the nine meta-analyses were implemented in the field of education (Hallinger and Heck, 1998; Waters et al., 2003; Cotton, 2003; Marzano et al., 2005; Leithwood and Jantzi, 2005; Chin, 2007; Robinson et al., 2008; Hallinger, 2011; Leithwood and Sun, 2012); they were all conducted in a different culture and context from Saudi Arabia. The most important critical observation of these studies is the country's culture and context. Bealer and Bhanugopan (2014) stressed that it is difficult to obtain satisfactory results from managers without knowing and understanding the culture of the organization and the environment and how they could affect staff.

Northouse (2016) has analysed the significance of cultural differences in terms of leadership effectiveness. One of these differences in culture is the role of *uncertainty avoidance*, which means how much a society avoids taking risk. For instance, in a culture like the USA, taking risks is common; however, with Middle Eastern countries such behaviour is unusual; for instance, typically leaders need more time to make a decision. Therefore, leaders might think many times before trusting and sharing their schools' policy. However, the transformational leadership style is about taking risks and making changes. The second cultural difference is *power distance*, which means that there is a difference between people based on their status, wealth or position (Northouse, 2016). Almalki and Ganong (2018) emphasised that a country

such as Saudi Arabia recorded a high score in this element (95%), which means that Saudi Arabia is characterised as a hierarchal society. The third culture difference is *in-group collectivism*, which means how much people in a culture are loyal to their families or religious ideas (Northouse, 2016). Northouse (2016) argued that Middle Eastern countries have a high-level degree of this aspect. For instance, their families and religion have a major effect on them. Therefore, such differences might have a significant influence on the leadership styles and approaches applied in their organisation. The fourth cultural difference is *future orientation* which means planning for future life (Northouse, 2016). Northouse (2016:433) argued that Middle Eastern countries are “past-oriented”. However, Americans, for instance, make a plan and favour change. These factors could have a significant influence on how leaders in a particular nation or region run their schools. Therefore, it is important to consider this element when implementing the transformational leadership style which stresses change and future planning. The fifth cultural difference is the *performance orientation* which means rewarding high performance people (Northouse, 2016). However, in Saudi culture rewarding is not an important aspect which might affect leaders’ behaviours.

In addition, in a culture like Saudi Arabia, the idea of working as a team is less popular than in Western societies, which have been accustomed to apply this approach for a long time. Litz and Scot (2017) concluded that it is more difficult to encourage staff to adapt to a new leadership style, so a good solution is to introduce this approach gradually in order to make it more acceptable and workable to fit the specific culture and context. Therefore, these studies cannot be generalised to a different culture and context and more specifically to Saudi educational context.

In summary, it is important to describe and evaluate cultural differences, but it is also difficult to measure their impact. There is also a risk of under or overestimating the significance of cultural factors. It has been noted that many of the more recent publications acknowledge

cultural differences. Having explained and critically evaluated some important various meta-analysis, in the next section individual studies will be discussed and evaluated.

2.7.2 Individual studies

One quantitative study was undertaken in Israel by Bogler (2001). The sample for this investigation was 754 teachers. Bogler employed the MLQ. The aim of this investigation was to examine if there was a correlation between the transformational leadership style and teachers' level of satisfaction with their leaders. Bogler found that the transformational leadership style was positively correlated with teachers' satisfaction. In addition, the transformational style was found to be more effective than the transactional based on the responses of the participants. Additionally, Bogler claimed that the transformational leadership style was most liked by teachers. One of the limitations of this study was that leaders were not involved to rate themselves, which might affect the reliability as this study was based only on teachers' perceptions. The leader's perceptions are also needed to achieve a more accurate understanding of the implemented leadership styles and their influence. Another limitation of this study is related to religion and how it makes a difference in terms of leadership styles and their effects. For instance, Bogler (2001:677) found that different perceptions were based on religious factors; for instance, Bogler explained that "Jewish teachers expressed higher levels of job satisfaction than did the non-Jewish teachers". Therefore, it is important to be cautious when considering diversity factors. Another limitation of this study is related to gender and how it affects leadership styles and their effects. In this regard, Bogler (2001) found that male teachers and the non-Jewish rated their leaders high in the transactional approach; however, women Jewish teachers rated their leader low in the transactional leadership style. Therefore, it is difficult to compare studies that have significantly different cultures. In addition, this study's results cannot be generalised to the whole country. Bogler (2001) acknowledged that the results of this study could be generalized to the whole country with more caution. Therefore, above all, if with caution it is generalised

to Israel, it is more difficult to generalise it to any other country and context. In addition, Bogler (2001) acknowledged the importance of context in the use of the optimal leadership style. For example, in some contexts and situations it is preferable to be a hierarchical leader, whereas in others it is more appropriate to take a participative approach. This means that the study's context might affect the use and the effectiveness of leadership style.

Layton (2003) investigated education in the US, aiming to explore the effect of different leadership styles on four outcomes: student results, teachers making an extra effort, teacher's job satisfaction and leader's effectiveness. In this investigation the MLQ instrument was used. Layton (2003) found that the behaviours which are classified as transformational leadership were more effective as teachers worked harder, they were more satisfied, and leaders became more effective. Another study undertaken in Tanzania by Nguni et al. (2006) aimed to explore the correlation of the transformational, transactional leadership style and some school outcomes such as teachers' job satisfaction, commitment and citizenship. Nguni et al. found that the transformational and transactional style were positively correlated with satisfaction. However, the transformational had a strong correlation with satisfaction. Transformational leadership was positively correlated with commitment and citizenship. In addition, the transformational enhanced the transactional when used together in terms of commitment, and satisfaction. One limitation of this study was that it was carried out in primary schools only. Another limitation of this study was that teachers' perceptions only were included.

Another study which was undertaken by Nir and Kranot (2006) in Israel, examined 79 elementary school teachers. The purpose of this investigation was to explore if there was a relationship between leadership styles and teachers' job satisfaction. The MLQ by Bass (1995) was used in order to measure the type of leadership style used. However, teacher's job satisfaction was examined by implementing Pelled and Xin's scale (1997). Nir and Kranot (2006:213) concluded that transformational behaviours were positively correlated with

satisfaction and as a result, this behaviour enhanced the teachers' efficacy. One limitation was that this study was conducted in elementary schools only (Nir and Kranot, 2006). A researcher should consider the school's context. Macneil et al. (2009:74) stressed that "school principals who choose to lead rather than just manage must first understand the school's culture. It is important to realize that culture is complex because it has very unique and idiosyncratic ways of working". Moreover, Hallinger (2011) has stated that leadership operates in different way in various contexts; for example, in some contexts that require major reform, and there is no trust between the subordinates and the leaders, perhaps this situation would require a directive leadership style. Also, another limitation of this study is the instrument used; the MLQ was the sole measurement tool. Other instruments that investigate the effect of different leadership styles on organisation performance can be implemented. For instance, using interviews provides a deeper understanding of the implemented leadership styles and their effects. Leadership styles and effects are types of feeling and experience that people encounter in their daily life. Therefore, it is more appropriate to use interviews to understand people's experiences.

Thoonen et al. (2011) have undertaken a study in the Netherlands that surveyed 502 teachers from 32 schools. They aimed to examine the impact of transformational leadership style on different school outcomes such as the impact of the transformational style on teaching practices and motivation. They found that the transformational leadership style enhanced teachers' learning and motivation. In addition, they found that professional learning was important to improve teaching. Furthermore, they found that trust was very important to facilitate cooperation. One limitation this study was that it was conducted in an elementary school only. In this regard, Hallinger (2011:135) has also noted that "leadership styles would be differentially effective across school contexts". A common problem with these studies is that they are a snapshot at a particular time; they do not measure changes of effectiveness over time, which would require significantly more resources for a longitudinal study.

Thoonen et al. (2011) also acknowledged that students' experiences of the quality of teaching could have been included.

Eyal and Roth (2011) explored the implemented leadership style and aimed to determine the relationship between leadership styles and teachers' motivation in Israeli. In terms of the implemented leadership styles, Eyal and Roth (2011) concluded that leaders were using the transformational leadership style more than the transactional. In addition, Eyal and Roth (2011) concluded from the structure equation modelling that motivation was positively correlated with the transformational leadership behaviours. Again, teachers' perceptions rather than leader's perceptions were used. In addition, one limitation of this study is that it was undertaken in an elementary school context, which is different from secondary school context. Eyal and Roth (2011) stressed that there is a difference between how elementary and middle school teachers perceive the behavior of their principals and how it has motivated them, which is due to the different nature of schools, their fundamental aspects and their environment. Therefore, the result of this investigation cannot be generalised to secondary school context.

Onorato (2013) carried out an empirical study that explored the leadership style implemented by 45 school principals. Onorato (2013) found that the transformational leadership style was the most used leadership approach. In addition, the transformational leadership style was more effective. One limitation of this study was that the MLQ was the sole measurement tool. However, employing interviews provides a deeper understanding of the implemented leadership styles and their effects. Again, leadership styles and effects are types of feeling that people encounter. However, other instruments that investigated the effect of a different leadership style on organisation performance can be implemented. Also, another limitation of this study was the small sample, which consisted of 45 school leaders.

Finally, Menon (2014) performed a study designed to explore teachers' perception of the implemented leadership style. In addition, it examined the relationship of leadership to different school outcomes. Menon (2014) concluded that three leadership styles were found; the transformational leadership style was found to be more effective than the other two. In addition, Menon found that the transformational and transactional leadership style was positively correlated with the leader's effectiveness and teachers' job satisfaction. However, a passive style was negatively correlated with the two outcomes. Menon (2014) concluded that a leader should use the transformational and transactional in their schools to be more effective. One limitation of this study was the instrument used; for instance, this study was limited to the MLQ. Another limitation of this study is that it only investigated teachers' perceptions.

2.7.3 Arab and Saudi studies

In this section the focus moves on to empirical studies that have been conducted in Arab and Saudi contexts. The benefits of such an approach are that they compare the findings that are revealed from the previously discussed studies and the specific context of Arab and the Saudi Arabian setting.

A study conducted by Al-Ghamdi (2001) involved 2912 participants in a university context. The aim of this study was to explore to what extent leaders within an academic department were implementing the transformational leadership style. Surveys were used in this study to explore participants' perception of the implementation of the leadership style. The findings of this study indicated that the transformational leadership style was used by those leaders. Furthermore, there was a difference in the implementation of the transformational leadership style among those leaders. For instance, the implementation of the transformational approach depended and effected by different aspects such as the leader's position and specialization. One limitation of this study was that it was carried out at university level. It should be noted that the leadership style implemented in a university is different from

schools; for instance, schools might need leaders who are stronger in terms of implementing the transactional leadership style. However, at university level staff might be more knowledgeable and understand different theories related to a leadership style and their effects and as a result a leader at university might be less flexible in terms of using the transactional leadership approach. Also, universities have multiple layers of management with specific tasks such as teaching and research, and they have more autonomy than schools.

At university level also, Alsamih (2009) explored to what extent academic leaders used Bass and Avilo's model in the city of Riyadh at Imam Muhammad bin Saud Islamic university. The results from this investigation indicated that the transformational and transactional styles were used at university level. Further, he concluded that there was a positive correlation between the two approaches and staff participation in decision-making. The same limitations noted in the previous study apply to this study.

Al-Anezi (2005) conducted a survey of 191 principals and 746 teachers from secondary schools in Saudi Arabia. The aim of this investigation was to examine the presence of different leadership styles in secondary schools. In addition, the aims were to explore if there was a relationship between different leadership behaviours and different schools' outcomes. The findings of this study indicated that the transformational leadership style was used by school leaders, but to a low degree. In addition, it was found that there was no relationship between the transformational leadership and teachers' performance. One explanation is that in the past leaders might did not have the skills needed to use the transformational leadership style effectively; evidently leaders who use the transformational style need to be appropriately trained to use this new approach. The study suggested that leaders should be trained in this new model of leadership (the transformational) and its benefits. One of the significant limitations of this study was that it did not apply an interview approach to achieve a clear and deeper understanding of different leadership styles and their effects. Oplatka and Arar (2017) noted that the majority of studies in Arab nations are survey-based studies and that

the sample of the participants is always small; most of them do not use semi-structured interviews in their studies. In addition, Oplatka and Arar (2017) concluded that even if they used a mixed approach there is a problem; for instance, the results from the two approaches are not consistent.

Ben Atta (2005) conducted another study in the Arab context, which employed the MLQ to explore to what extent the transformational and transactional leadership styles were used by secondary schools in Jordan. Surveys were distributed to 668 teachers who were involved in this investigation. Ben Atta's results showed that the two models used by Bass and Avilo (the transformational and the transactional) were applied in these secondary schools. However, Ben Atta found that the transformational leadership style was correlated with teachers feeling exhausted. From a critical perspective on leadership theories, it could be argued that transformation leadership is sometimes experience in an exploitative way. One limitation of this study is that it was carried out in a country which in the past has been more open to innovation than Saudi Arabia. However, Saudi Arabia is still in the process of a gradual change which affects the types of leadership styles and how they operate in its school system. Furthermore, even though Jordan is a Muslim and an Arab country, Hallinger and Hammad (2017:11) argued that Arab societies share several aspects such as religion and culture, but there is a disparity between them in terms of the economic situation. Some are rich, and some are poor; accordingly, "future productivity in research and development across these societies will follow broader gains in economic development, political stability, and expansion of higher education systems". Accordingly, the researcher must proceed with caution when applying studies implemented in one country to another as there is considerable diversity within the Arab world. Moreover, the pace of change is increasing with more innovation and development at the economic level.

In another part of the Middle East, in the United Arab Emirates, Al-Sharifi and Al-Tannah (2009) studied private high schools. The researchers used the MLQ to explore to what extent

leaders were applying the transformational leadership style, based on the views of 690 teachers. The results indicated that the transformational leadership style was used by those school leaders. However, the usage of this style varied according to the participants' sex. Significantly, gender appears to be a factor associated with leadership as it has an impact on the selection and implementation of the leadership style. For instance, this study indicated that female leaders were making more use of the transformational style than male leaders (Al-Sharifi and Al-Tannah, 2009). This finding means that in the Arab context there is a difference in the implementation of different leadership styles according to the leader's sex and the cultural context. This study agreed with a meta-analysis conducted by Eagly et al. (2003) as they found that female leaders used transformational leadership style more than male leaders. This is an important contribution, which suggests that further research should be undertaken in the context of Saudi girls' schools to explore this comparative finding in more depth.

Another study which was conducted by Ibrahim and Al-Taneiji (2013) applied the MLQ instrument to explore the leadership styles implemented in 34 schools. The findings indicated that the transformational style was the most used approach, followed by the transactional. In addition, the findings showed that the transformational leadership style was positively correlated with a leader's effectiveness. One limitation of this study is that it was conducted in a different school context such as primary, intermediate, and secondary, which might not give a clear idea of what has been implemented, as school context and type is an important element that makes the school leadership style less (or more) effective.

Alsaeedi and Male (2013) carried out a study to determine if there was a need for the transformational leadership style in Kuwait. They found that there was a need for this type of leadership style. In addition, they found that there were some barriers that prevented the implementation of the transformational leadership style, such as the education system in the country, culture, school context, skills needed and the heavy workload of the leader. This

study was conducted in Kuwait. However, there is clear evidence that Arab culture is different. If implemented in Saudi Arabia, it would be more contentious; Saudi Arabia is a closed community, while Kuwait has employed a more democratic culture for many years.

A study conducted by Litz and Scot (2017) in the UAE employed a mixed methodology, which found that the transactional leadership style was used more than the transformational (as described by teachers). However, leaders consider that they were implementing the transformational more than the transactional. They concluded from their study that the transformational leadership style could be applied in Middle Eastern nations, but there must be a gradient in its application to ensure its success (Litz and Scot, 2017:681). One of the most important element in making use of the transformational leadership more effective in the educational setting is to know the culture of the school and accordingly apply the qualities of the transformational approach if it is suitable for that culture (Litz and Scot, 2017). In addition, they argued that “the question is, then, can the Western values-based transformational leadership model work in the UAE educational context?” (Litz and Scot, 2017:569). Furthermore, they highlighted that the transactional approach is more evident in countries that are more traditional and more centralised. When the centralisation in a country is less then the transformational can work well. Moreover, they stated that it is important to explore the applicability of the transformational in an Arab context, since the transformational is a model designed in the West. They also expressed that the benefit of exploring this model within Muslim culture is more beneficial for researchers and other stakeholders in Islamic countries. In fact, the majority of school reforms in relation to leadership are derived from Western culture and as a result it is claimed that they could operate well in a different context (Bealer and Bhanugopan, 2014). In addition, Hallinger (2011) argued that leadership needs to be examined in different contexts. Bealer and Bhanugopan (2014) stated that research in leadership is derived mostly from the West;

consequently, it has not been tested empirically and applied to Middle Eastern countries; therefore, it needs to be examined further in a different context and evaluated accordingly.

In summary, recent scholarship by Arabic scholars has given further support to the historic challenge to the old-fashioned idea that there is a global model with universal values that fits all cultures and societies. For instance, the need for more diversity and recommendations on those lines are not new. For instance, Dimmock and Walker (1998) stated that published studies should be assessed to determine their applicability in a different context; accordingly, research in this field should not be limited to Western countries, but should include different educational contexts in order to obtain different opinions and perspectives from a wider range of cultures and contexts. Accordingly, this study is in part a response to the need for more data from cultures that do not adhere to Western practices and theories of leadership. Therefore, it is worthwhile to investigate this study within different contexts and cultures to explore how this can impact on the implementation of different leadership styles and behaviours.

2.8 Chapter summary

In this chapter the researcher started by highlighting the significance role of leadership position; and explained different leadership theories and how they were developed. In addition, from the empirical studies, several meta-analytic studies showed that transformational leadership was applied more than transactional. In addition, they revealed that the transformational leadership style was more effective than the transactional or the passive style discussed in this chapter. Also, in terms of the effects of leadership, several studies emphasised that the transformational leadership style and its subscales were positively associated with staff making an extra effort (Seltzer and Bass, 1990; Geijsel et al. 2003, Layton, 2003; Eyal and Roth, 2011; Thoonen et al., 2011; and Onorato, 2013). In addition, several studies emphasised that the transformational leadership style and its subscales were positively associated with staff satisfaction (Chin, 2007; Layton, 2003; Bogler, 2001; Nguni

et al., 2006; and Nir and Kranot, 2006). Moreover, several studies showed that the transformational leadership style and its subscales were positively associated with a leader's effectiveness (Low et al., 1996; Judge and Piccolo, 2004; Layton, 2003). However, all these studies were collected in the West or in a different culture (as explained previously) that could play a significant role in the effectiveness of an applied leadership style. In addition, some of these studies have been collected in a different organisation context and setting, which could have a significance impact on how the leadership style can be applied. Furthermore, some of the individual studies have some limitations within four different aspects: the type of schools, the instrument used, the reliability, the role of the religion and gender.

Several important findings emerge from these Arab studies. For instance, the transformational leadership style being exercised in the majority of these studies (Litz and Scot, 2017). However, the use of transformational leadership varied from one context to another. For instance, Al-Anezi (2005) found that transformational leadership styles were applied, but only at a low level. In addition, there might a negative relationship between the transformational leadership style and staff outcomes. Grant (2012:458) argued that “when transformational leaders articulate meaningful visions, they face challenges in making these visions a tangible reality”. One of the limitations of the Arab and Saudi studies is that no interviews were used (Al-Anezi, 2005). Gender also may have an effect (Al-Sharifi and Al-Tannah, 2009). Evidence from a university (Alsamih, 2009) cannot be applied to schools; as previously noted, they are different types of institution. Results from a different country, such as that conducted in Jordan (Ben Atta, 2005), could have problems when they are applied elsewhere.

Accordingly, researchers need to consider the different cultural factors and their influence on leadership approaches. There are many differences between Saudi culture and where the data for these studies were collected, which was mainly in the West. Therefore, one of the limitations of these meta-analyses and individual studies is that none of these studies was

conducted in the Saudi context, or even in Arab countries; therefore, the context is a very important element in terms of the implementation of different leadership styles and their effects. For instance, the transformational leadership style might work well in these contexts; however, the Saudi context is a different culture and society from the West. For instance, people have been more accustomed to employ the top-down approach for a long time, so shifting from this approach to the modern approach of the transformational might need more time and more effort.

Also, in this study the interview tool has been applied which allowed the researcher to gain a deeper understanding of the different approaches to leadership styles and their influence. In the previously discussed studies researchers were limited to one instrument to explore a limited type of leadership style such as the transformational and the transactional. In fact, many types of leadership style need to be explored. For instance, one of the advantages of this study is that it explores the situational leadership style that has been implemented by many of the school leaders.

In the previous section most of the studies examined the styles implemented in western countries. However, these studies are different in their reporting of the impact that a leadership style can have on staff outcomes, even when some of these studies were conducted in the same western countries. What is original in the current study is that it investigates leadership styles in a different culture that has been using the hierarchical approach until recent times. Therefore, it is essential to explore the various influences of leadership styles in different contexts. Accordingly, this study provides new evidence based on a new educational culture and more specifically Arab culture (Saudi culture). Additionally, it is supported by a mixed methods approach which is a less frequently used method in Saudi Arabia.

Chapter 3: Methodology

3.1 Introduction

This chapter is divided into several sections; at the beginning, a summary of the research purpose will be provided. Subsequently, the philosophical research paradigms which drive this research will be discussed. Furthermore, the research design, population and the sampling techniques will be outlined. An explanation of the data collection process, such as the survey and its validity and reliability will be discussed. In addition, the validity, reliability and the piloting process for the interview will be highlighted. Furthermore, data triangulation for the two phases, as well as the ethical considerations will also be outlined.

3.2 Purpose of the study

Determining the purpose of the study is an important element which can be used to select the most appropriate methodology and design. In this regard, Alsalahi (2018) has argued that the research purpose will determine the required design. The purpose of this explanatory sequential mixed methods study was to quantitatively explore school leadership used style; and to determine the relationship between the full range of leadership theories and their impact on teachers making an extra effort, their job satisfaction and the effectiveness of leadership. Moreover, another purpose was to qualitatively explore what are the characteristics that distinguish an effective school leader.

3.3. Research paradigms

Researchers should consider various steps to build their investigation appropriately. One of these important steps is deciding on a research paradigm. Patton (2015:89) defined a paradigm as a “worldview- a way of thinking about and making sense of the complexity of the real world. As such, paradigms are deeply embedded in the socialization of adherents and practitioners. Paradigms tell us what is important, legitimate, and reasonable”. In addition, Willis (2007:8) provided another explanation for a paradigm as “a comprehensive belief

system, world view, or framework that guides research and practice in a field”. Therefore, it is the researcher’s responsibility to consider all the elements that might influence the research. Sparkes (1992:14) stated that researchers are required to determine their position in terms of three aspects: ontology, epistemology and methodology. Various paradigms can be implemented when conducting a study: positivism, interpretivist and pragmatism (Alsalahi, 2018). Researchers can select and employ one of these paradigms according to their study’s purpose and objectives. Moreover, different paradigms can be used in different stages of a study. In the following sections each of these paradigms will be discussed and the reasons will be offered for the paradigm that has been selected for this study.

3.3.1 Positivist paradigm

First, positivism is an important paradigm for research. Gall et al. (1996) explained this approach:

Positivist research is grounded in the assumption that features of the social environment constitute an independent reality and are relatively constant across time and settings. Positivist researchers develop knowledge by collecting numerical data on observable behaviours of samples and then subjecting these data to numerical analysis (Gall et al., 1996:28)

Gall et al. (1996:28) stated that “quantitative research is virtually synonymous with positivist research”. In addition, Alsalahi (2018) argued that the purpose of this type of research is to prove or reject a hypothesis; in addition, it measures relationships and connections between different variables. The researcher with the positivist approach is independent (cannot be involved in the study) and he or she uses the deductive approach. The deductive approach’s main aim is to test a theory (Alsalahi, 2018). The MLQ is based on a positivist approach as it employs a range of variables that aim to capture the main aspects of leadership, although

it has the limitation that the situational leadership style is not included. However, the interpretive paradigm is the opposite approach to the positivist paradigm.

3.3.2 Interpretivist paradigm

Second, an important approach that researchers can apply is the interpretive paradigm. Gall et al. (2003) defined the interpretive paradigm as a model that knowledge can be discovered socially through asking the participants and communicating with them. Participants need to be asked in order to construct reality. Creswell (2014:8) explained the purpose of this approach: “the goal of the research is to rely as much as possible on the participants’ views of the situation being studied”. Alsalahi (2018) argued that this type of research indicates that the data that needs to be collected for the research is shared between the researcher and the participants. For instance, participants’ experience is an important element to collect data. Chowdhury (2014) concluded:

Interpretivism is a dominant philosophical approach that helps our understanding of the social world by meaningful interpretations of the world inhabited by people, which they have already interpreted by the meanings they produce and reproduce as a necessary part of their everyday activities together (Chowdhury, 2014:436).

Thus, there appears to be a strong social dimension with this approach which is less scientific; after all, people do not follow laws like natural phenomena. With the interpretivist approach, “all phenomena can be studied and interpreted in different ways, mainly because people and situations differ, and realities are not abstract objects but dependent on the intersubjectivity between people” (Burgess et al. 2006:55). In addition, with the interpretivist paradigm, the researcher is not independent: he or she is involved to interpret the findings and uses the inductive approach. The main aim of the inductive approach is to generate theory (Alsalahi, 2018). Creswell (2014:8) explained that “the researcher’s intent is to make sense of (or

interpret) the meanings others have about the world. Rather than starting with a theory (as in postpositivism), inquirers generate or inductively develop a theory or pattern of meaning”. Robson (2011:24) stated that “the task of the researcher is to understand the multiple social constructions of meaning and knowledge”. As a result, with such an approach, a researcher tends “to use research methods such as interviews and observations which allow them to acquire multiple perspectives” (Robson, 2011:24). Furthermore, what distinguishes this approach is that the participants’ role is critical with the interpretivist paradigm. In this regard, Robson (2011:24) argued that “the research participants are viewed as helping to construct the ‘reality’ with the researchers”.

However, ultimately, researchers can choose an appropriate approach that they can adapt in order to answer their research questions; this is a more pragmatic approach, which will be explored in the next section.

3.3.3 Pragmatic paradigm

Third, an important and widely used approach that researchers can apply in their studies is the pragmatic paradigm. Creswell (2014) stated that, with the pragmatic paradigm, the investigator adopts the most appropriate approach that he or she thinks will achieve their study objectives. Creswell (2014) explained this approach: researchers tend to use both numbers and words in order to achieve their research aims. In addition, Creswell argued that such an approach provides more opportunities collect data from different resources and to gain results from different perspectives. As a result, this paradigm is associated with a mixed methods approach, whereas the positivist approach is associated with quantitative approach, and the interpretivist is associated with the qualitative approach (Creswell, 2014). In addition, Creswell (2014:11) stated that with the pragmatic paradigm “researchers are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes”. Accordingly, the paradigm that has been selected for this study is the pragmatic paradigm.

It is important for the researcher to consider subjectivity and objectivity. Subjectivity means that the researcher believes that 'reality' is understood differently by different people in different circumstances; this is measured by using a qualitative approach, which is more open to individual perceptions (Alsalahi, 2018). Objectivity means that the researcher believes that 'reality', is external and should be measured by using a quantitative approach (Alsalahi, 2018). In terms of the researcher's position in this study, some aspects of the research problems can be best obtained subjectively, whereas some aspects are more open to an objective approach. Combined, they provide a clearer representation of how leadership operates and impact. For instance, leadership styles might be understood differently by different people, with culture and context having an impact. Therefore, a pragmatic paradigm was implemented in this study. This approach allows for more understanding of these complex environment. For instance, in this study the positivist approach will provide the starting point for what has been implemented in terms of different leadership styles and their influence on teachers' performance. In addition, the usage of the positivist paradigm provides a brief general understanding of the implementation of the MLQ and the effects on teachers' performance. However, by using only positivist approach, the researcher will not be able to have deeper understanding of different effects of different leadership styles that might be influence by culture, unless participants' experiences are evaluated through an interpretivist approach. Creswell (2014:8) stated that with interpretivist approach "researchers often address the processes of interaction among individuals. They also focus on the specific contexts in which people live and work in order to understand the historical and cultural settings of the participants". Therefore, the usage of the interpretivist paradigm provides the researcher with a deeper understanding of the implemented leadership styles and their effects on a teacher's performance in a different culture and context. Cohen et al. (2007) argued that people's experiences must be examined, and this can only be met with an interpretive paradigm that allows for asking about their experiences. Through this approach, the

researcher was able to explore leaders' and teachers' experiences of different types of leadership style and their influence, as derived from their real experiences.

Ontology is used to "refer to what we think reality is" (Gaudet and Robert, 2018:14). In terms of the researcher's ontological orientation, the assumption in this study is that leadership styles might affect teachers' performance and the effect is could be measured. Accordingly, the results could be found by the researcher objectively, based on the data. In addition, this effect might differ according to the context. For instance, what motivates teachers in one context might not motivate them in another context; also, what makes a leader more effective in one context might not make him or her effective in another context. Accordingly, the results were found by the researcher subjectively, "reality is subjectively constructed" (Gaudet and Robert, 2018:16). Therefore, the two approaches will be combined, which is a pragmatic approach.

Epistemology is "what we think we can know about our world" (Gaudet and Robert, 2018:14). In terms of the researcher's epistemological orientation, the assumption in this study is that leadership styles and their effect on teachers' performance can be explored by asking people (the truth is subjective, so it can be obtained from people's experiences). The truth can also be taken objectively. Therefore, in this study the two approaches to knowing the reality suggest the appropriateness of applying a pragmatic approach. Perhaps rather self-evidently, Robson (2011:28) stated that a "pragmatist would advocate using whatever philosophical or methodological approach works best for particular research problem at issue". Having discussed the wider framework for this study, in the next section the design that fits the pragmatic paradigm will be highlighted further and the selection of this design will be justified.

3.4 Research design

An important aspect that needs to be considered is the study design chosen that suits the pragmatic paradigm. Alsalahi (2018) argued that research design is closely related to research purposes, research methodologies, and data collection tools. Gaudet and Robert (2018:38) stated that “articulating a clear research design means connecting your goals, theoretical framework, question, methodology and the imperative of validity for your project”. In order to choose a suitable study design, different aspects need to be taken into consideration by the researcher. For instance, researchers should be aware of their study’s aims, questions and objectives. Yin (2009:24) stated that research design is “the logic that links the data to be collected (and the conclusions to be drawn) to the initial questions of the study”. Yin (2003:19) also stated that “a research design is an action plan for getting from here to there, where here may be defined as the initial set of questions to be answered, and there is some set of conclusions (answers) about these questions”. In this study a mixed method design was implemented. The mixed method approach is widely used to achieve research objectives (Ivankova et al., 2006 and Bergman, 2008). Creswell (2014) stated that within such an approach the researcher collects different types of data for one study. Johnson and Onwuegbuzie (2004:17) claimed that mixed methods are “the “third wave” or third research movement, a movement that moves past the paradigm wars by offering a logical and practical alternative”. This approach is defined as collecting different data quantitatively and qualitatively within one study (Johnson and Onwuegbuzie, 2004). Creswell and Plano Clark (2007) defined this approach as a set of philosophical assumptions and methods, in which the researchers combine two or more methods in order to collect data, for instance, through quantitative and qualitative approaches. Greene (2005:207) stated that a mixed approach is a type of approach that involves “welcoming all legitimate methodological traditions, mixed method inquiry meaningfully engages with difference and thus offers some generative potential for better, enriched, more insightful understanding”.

Creswell et al. (2003) argued that mixed method design enables data to be collected concurrently or sequentially, and the researchers can give different weight to each phase. Creswell (2009) explained that six different approaches to mixed methods design have been identified: sequential explanatory design; sequential exploratory design; sequential transformative design; concurrent triangulation design; concurrent nested design and concurrent transformative design. In this study, a sequential explanatory mixed method design was used. Ivankova et al. (2006) explained that with the sequential explanatory mixed method design the researcher starts with the quantitative phase and then uses the qualitative phase within one study, which involves collecting during the first phase to build the second phase upon it. Creswell (2005) stated that this type of design is a widely used approach in educational research. In this study, the researcher has used this approach in order to have initial general understanding about the implemented leadership style from the first phase, and in the second phase to have deeper understanding of the problem. Creswell (2005) stated that the benefit of such a design is that, through the use of surveys, the researcher could better understand the problem of research in general, and through the qualitative phase the researcher can dive into this problem and understand it in more depth. However, Creswell et al. (2003) argued that the practical problem of sequential explanatory mixed method designs is that it requires more effort and time from the researcher, which is an argument based on resources rather than a theoretical objection.

3.4.1. The quantitative phase

In the first phase, a quantitative design was implemented. Quantitative research can be defined as “empirical research where the data are in the form of numbers” (Punch, 2009:3). In the current study, school principals and school teachers were asked 36 specific questions, which aimed to describe the implemented leadership styles that range from transformational to passive. In addition, there were 9 specific questions which aimed to explore the effect of these leadership styles on staff performance. Creswell (2005) noted that within the

quantitative approach, the researcher asks specific questions. In addition, Creswell (2005) stressed that with such an approach a researcher aims to be objective. Furthermore, Creswell (2005) explained that with the quantitative approach the researcher determines hypotheses in order to examine them. In the current study, three hypotheses were used: teachers making an extra effort, teachers' job satisfaction and leader effectiveness. They were tested in relation to transformational, transactional and passive leadership styles.

In the first phase of this study descriptive and correlational approaches were used. For instance, with descriptive research the researcher is concerned in exploring the trends of the results. In this study the researcher was seeking to descriptively explore what are the implemented leadership styles that were most used. In addition, data on the participants' background (such as age, qualification and years of experience) were obtained. In terms of the correlations, Alsalahi (2018) has explained that the researcher aims to explore the relationships between variables. In the current study, there were dependent and independent variables: school leadership styles (transformational, transactional and passive) are independent variables; and their effectiveness (teachers making an extra effort, teachers' satisfaction and leaders' effectiveness) are classified as dependent variables. Creswell (2005:52) highlighted that with correlational research the "investigators measure the degree of association (or relationship) between two or more variables using the statistical procedure of correlational analysis".

However, there is a limit to only employing a quantitative approach in order to achieve a deeper understanding of the problem. Therefore, in order to gain a deeper understanding of the implemented leadership styles (social phenomena) and their effects, a qualitative approach was also used, which will be presented in more detail in the next section.

3.4.2. The qualitative phase

A qualitative approach was implemented in the second phase of this study. Qualitative research can be defined as “empirical research where the data are not in the form of numbers” (Punch, 2009:3). Creswell (2009) argued that qualitative research involves ascertaining people’s deeper thoughts about their experiences. Therefore, through the qualitative approach, a deeper understanding can be obtained of what principals and teachers believe are the characteristics that distinguish an effective leader based on their actual experiences in real life. These observations could not be fully obtained by using only a quantitative approach which would predetermine the questions and range of responses. Corbin and Strauss (2008) argued that the qualitative approach enables researchers to discover more deeply connected factors and forces, allowing and enabling the researcher to gain a deep understanding of the problem. For example, the researcher enters into the details of the participants' experiences and can have a better understanding of the problem, which also enables the researcher to understand the impact of culture on their responses. Merriam (2002:37) mentioned that “a central characteristic of qualitative research is that individuals construct reality in interaction with their social worlds”. In the current study, leadership styles and their effects would be understood more deeply by implementing a qualitative design. Patton (2002) stated that one of the characteristics of qualitative research is that it gives precise detail to a small number of cases, which would provide a greater understanding of the problem in all its details; and this enables the problem to be better understood. However, it “reduces generalizability” (Patton, 2002:14). Another important advantage is the “extensive interaction” between the participants and the researcher; for instance, participants could be asked for more explanation about what they have experienced, and they can explain their ideas differently (Gay et al. 2012:8). More justifications for using this approach will be discussed in the next section; furthermore, difficulties that might be encountered when using such an approach will be also highlighted.

3.4.3. Rationale for using a mixed method approach

Cohen et al. (2018) argued that the use of a mixed approach gives the researcher a greater opportunity to understand the problem more deeply and comprehensively, as opposed to getting the answer to the problem of one individual approach. Several benefits can be obtained through implementing a mixed research approach. By implementing a mixed method approach in this study, the problem can be better understood by the researcher (Creswell, 2014). Another advantage of using a mixed method is that the researcher was able to obtain valid and trustworthy results by investigating the problem from different perspectives in terms of bias (Denscombe, 2010). Greene et al. (1989:256) argued that “all methods have inherent biases and limitations, so use of only one method to assess a given phenomenon will inevitably yield biased and limited results”. Denscombe (2010:141; and 2014:147) emphasised the advantages of using mixed methods, claiming that “the use of more than one method can enhance the findings of research by providing a fuller and more complete picture of the thing that is being studied”. This approach can also help to “produce more complete knowledge necessary to inform theory and practice” (Johnson and Onwuegbuzie, 2004:21). The last important element of using a mixed method approach is that each method has its weakness, so through mixing methods these weaknesses can be overcome or eliminated (Creswell, 2009 and Clark and Creswell, 2008). Alternatively, there is the risk that weaknesses in both methods simply multiply the margin of error or create contradictory findings. However, Creswell (2003) stated that one of the most important benefits of using mixed methods research is that it enables the researcher to obtain different views.

However, Ivankova et al. (2006) have highlighted the complexity of employing mixed method approach. They questioned which phase is the more important, which phase to start with, and how the results can be explained coherently. Therefore, the use of mixed methods is a difficult task and it needs to be selected with a clear justification (Creswell and plano

Clark, 2011). Bryman (2006:111) concluded that “there is indeed a case for encouraging researchers to be explicit about the grounds on which multi-strategy research is conducted”. In addition, Creswell (2014:218) mentioned several challenges that might be encountered by researchers when implementing a mixed method approach such as “the need for extensive data collection, the time-intensive nature of analyzing both” phases. In addition, researchers have to be fully skilled and have appropriate knowledge in how to implement a mixed method approach. Creswell and Plano Clark (2011:12) stressed that “researchers first gain experience with both quantitative and qualitative research separately before undertaking a mixed methods study”. They stated that several important elements need to be borne in mind before starting the mixed methods study, such as how to collect the data, how to analyse the data, and the skills that are needed with regard to software such as SPSS. In addition, they stressed that researchers have to be aware of aspects such as reliability, validity, sampling and generalisation. In this regard, the researcher for this study has a good knowledge of the two approaches (the quantitative and the qualitative) and their requirements. For instance, several reports and assignments have been conducted by the researcher which involved quantitative and qualitative methods. In terms of the practical skills that are required by the researcher, the researcher has attended various courses and workshops provided by the University of Warwick that explained how to use a mixed method approach appropriately and professionally. Therefore, it was considered worthwhile to implement this mixed method approach to understand the implementation of different leadership styles and their influence on teachers’ performance.

In this study the researcher used a mixed approach in order to complement and confirm the first phase data. In addition, there were several reasons that encouraged the researcher to use the mixed methods approach. First, reasons that are related to the Saudi context; for instance, it was deemed to be significant for implementing mixed methods in order to obtain trustworthy data and to gain a deeper understanding of the implemented leadership style.

Hauserman and Stick (2013) argued that while quantitative research provides us with data on the impact of the leader's behaviour on the staff, interviewing provides us with another way to look beneath the surface, to deeply understand the problems and scrutinize teachers' preferences. In addition, to obtain a satisfactory representation of teachers' preference, an interview would be the most appropriate tool as most research studies conducted in a Saudi educational setting have only used the quantitative method with limited results (Al-Anezi).

3.5 Population

Having appropriate knowledge and experience of how to use a mixed methods design is not adequate for researchers to conduct a mixed method approach; they also need to carefully select the population and the sampling required for their study. The study's population is an important factor that a researcher demands to consider before choosing the study sampling (Alsalahi, 2018). In terms of this study, the total population consisted of 57 secondary schools and 57 principals and 1164 teachers who work in state secondary schools in the city of Buraydah in Saudi Arabia. These selected schools belong to one educational district in the city of Buraydah. The Buraydah educational district has a population of more than 1000 teachers, so it is difficult to implement this study for the whole population.

All the participants involved in this study were male. The reason for selecting male schools is that the researcher could not gain permission to access female schools in Saudi Arabia. Even if he had access to female schools, there is immense distance between male and female teachers in terms of conversation. For instance, Saudi culture is a different from the West; despite some exceptions, the mainstream traditional culture is summarized by van Gee (2016:365) as "gender segregation" in the public sphere. Men and women are not permitted to be together in one place (Meijer, 2010). This situation would place the researcher and the participants under pressure to answer the questions quickly, or they might provide unreliable answers for the researcher. Therefore, this study was limited to male schools in the city of Buraydah.

Table 5: the study population

Schools	Leaders	Teachers
57	57	1164

3.6 Sampling

After determining the target population for a study, another important factor when conducting research is the sampling technique used (Bartlett et al., 2001). Roberts (2004) explained that the sample involves the researcher in selecting a number of participants who represent a whole community. Creswell (2005:359) defined the sample as “group of participants in a study selected from the target population from which the researcher generalizes to the target population”. Bartlett et al. (2001) argued that “within a quantitative survey design, determining sample size and dealing with nonresponse bias is essential”. Bias means “if nonrespondents had responded, their responses would have substantially change the overall results” (Creswell, 2014:162). However, Cohen et al. (2007:101) argued that “there is no clear-cut answer” for the sampling size. Cohen et al. (2007) stated that the sampling determination should be based on several factors, such as the purpose of the study, and the type of analysis that will be undertaken by the researcher. In addition, determining a representative sample from the whole population is an important aspect for generalizing the findings (Alsalahi, 2018). Table (8) below gives the numbers involved in the sampling for the two phases. Two sampling strategies were implemented in this study for the first and the second phase. These strategies are highlighted in the next section.

Table 6: the two-phase sampling

	schools	Leader	Teacher	Total	Returned
		returned	returned	sampling	
Quantitative	34	29	241	544	271
phase					
Qualitative		14	15	29	-
phase					

To fulfil the aims of this study for the first phase, 34 state secondary schools were selected as a sample. The total sampling was 544 from the 34 schools including teachers and leaders. Only 29 school principals and 241 teachers (271) answered the survey for the first phase. The aim was to obtain an effective number of experienced participants based on principals and teachers who have been working in these schools for more than three years. For survey methods, the sample size needs to be an adequate size in order to prevent and reduce error (Creswell, 2014).

Sampling qualitative research is disregarded by many researchers (Gobo, 2004). However, it is an important element to sample qualitative research; Gobo (2004) argued that it is essential for researchers to understand sampling clearly as it prevents them from creating a poor study that is unrepresentative. To accomplish the purposes of this study for the second phase, the total sample was 14 school leaders and 15 teachers. Denscombe (2010:181) stated that “interviews are generally conducted with lower numbers than would be the case with questionnaire surveys”. In addition, in this phase, specific criteria were applied. Purposive sampling strategy was applied for the second phase. Denscombe (2010) stated that in such cases researchers select participants for a goal. Etikan et al. (2016:1) stated that “a researcher has something in mind and participants that suit the purpose of the study are included”. For example, participants might have valuable information that can help the researcher solve the

problem, or the participants might have other specific insights. For instance, in (the interview), specific criteria were applied in the selection of participants; for instance, only participants who participated in the first phase were selected. This is because participants who were involved in the first phase were more likely to be aware of what questions will be asked in the second phase. For instance, in the first phase, an open-ended question was added which asked participants to describe the characteristics that distinguish an effective leader and this question was the main focus for the second phase investigation.

3.7 Data collection

Data collection is another major element that needs to be taken into account when conducting research. To accomplish the purpose of this study prior to the data collection process, ethical approval was obtained from the University of Warwick as shown in (Appendix A). After ethical approval had been obtained, another approval was also requested from the MOE in Saudi Arabia (as shown in Appendix C and D). Finally, school leaders were asked their permission to start the data collection process. There were two stages of data collection. The first stage (the survey phase) involved the implementation of a well-established instrument (MLQ), which was produced by Bass and Avolio (1994).

The second stage (the qualitative phase) involved the use of semi-structured interviews. Merriam (2002:12) mentioned three widely used tools to collect qualitative data: interview, observation and documents. The interview in this study consisted of two sets of questions, one for school leaders and the second for the school teachers. The two sets of the interview are shown in (Appendix M, N, O and P). Participants who agreed to be interviewed were asked to write their names and their contact number in the survey phase. Once surveys had been received from these participants, they were contacted to discuss a suitable time and place for the interview. In total, 14 leaders and 16 teachers agreed to be interviewed. The interview process lasted approximately 30 to 50 minutes with each participant. All the

interviews were conducted in Arabic. The interview process lasted three weeks: 26 February to 28 April 2017.

3.7.1 Survey phase

A survey was utilised as a tool for the first phase in this investigation. Creswell (2005:354) stated that “survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to an entire population of people in order to describe the attitudes, opinions, behaviors, or characteristics of the population”. The aim of using a survey was to explore the participants’ perceptions of the leadership styles that had been implemented in their school; and to evaluate the impact of these leadership styles. Robson (2011:241) stated that survey “provide a relatively simple and straightforward approach to the study of attitudes, values, beliefs and motives”. Furthermore, the benefit of using a survey is to generalize the obtained result (Alsalahi, 2018).

In this study, the Multifactor Leadership Questionnaire (MLQ) survey by Bass and Avolio (1994) was adopted. Avolio and Bass (2004:2) stated that the MLQ is an instrument that describes attributes in an “individualized, computer generated report, with an in-depth summary of how often leaders are perceived to exhibit specific behaviors along a full range of leadership performance”. Approval to use this instrument was obtained from Mind Garden, Inc. (www.Mindgarden.com) as shown in (Appendix B). The aim of implementing this instrument was to gain a clearer understanding of the implications of the MLQ in Saudi secondary state schools. The MLQ is a widely used tool that measures three leadership styles (Northouse, 2016). Avolio and Bass (2004:35) stated that “the latest version of the MLQ, Form 5X, was used in nearly 300 research programs, doctoral dissertations and masters theses around the globe between 1995 and 2004”. The MLQ has two forms: leader and rater forms. For instance, leaders can rate themselves and teachers can rate their leaders and responses to the instrument can be compared. The benefits of making school leaders and teachers rate each other was to gain reliable results from different participators. Bass and

Avolio (2010:4) explained that “the MLQ Form 5X is based on a questionnaire model that is directional and provides responses pointing to a leader’s performance based on a range of leadership styles and the directions the leader may take in order to be a more effective leader”. Each participant (leaders and teachers) was requested to complete the survey (the MLQ) as shown in (Appendix E, F, G and H). This instrument consisted of 45 statements. The first 36 statements are used to measure three different *types* of leadership styles (transformational, transactional and passive). The remaining 9 statements are used to measure the *outcomes* of these three leadership styles (staff extra effort, staff job satisfaction and leaders effectiveness). However, before filling in the MLQ, each participant was requested to sign the informed consent form for the survey phase (as shown in Appendix I, J, K and L). The school principals in this study were asked to choose the statements (items) that described their behaviours in their school with their staff. In addition, teachers were asked to rate their leaders and describe their behaviours towards them. The MLQ instrument consisted of three different leadership styles and three outcomes.

The first leadership style in the MLQ is the transformational, which has five subscales: Idealized Influence (Attributes) IIA Idealized Influence (Behaviors) IIB; Inspirational Motivation (IM); Intellectual Stimulation (IS) and Individual Consideration (IC). Each subscale consisted of 4 statements which describe the characteristics of transformational leadership style (these statement are shown in table 7 below).

Table 7: Transformational leadership style and their related questions

style	Subscales & questions
	IIA “I instill pride in others for being associated with me”. “I go beyond self-interest for the good of the group”. “I act in ways that build others’ respect for me”. “I display a sense of power and confidence”. IIB “I talk about my most important values and beliefs”.

Transformational	“I specify the importance of having a strong sense of purpose”.
	“I consider the moral and ethical consequences of decisions”.
	“I emphasize the importance of having a collective sense of mission”.
	IM
	“I talk optimistically about the future”.
	“I talk enthusiastically about what needs to be accomplished”.
	“I articulate a compelling vision of the future”.
	“I express confidence that goals will be achieved”.
	IS
	“I re-examine critical assumptions to question whether they are appropriate”.
	“I seek differing perspectives when solving problems”.
	“I get others to look at problems from many different angles”.
	“I suggest new ways of looking at how to complete assignments”.
	IC
	“I spend time teaching and coaching”.
	“I treat others as individuals rather than just as a member of a group”.
	“I consider an individual as having different needs, abilities, and aspirations from others”.
	“I help others to develop their strengths” (Mindgarden.com, 2016)

The second leadership style in the MLQ is the transactional, which has two subscales: Contingent Reward (CR) and Management-by-Exception: Active (MBEA). Each subscale has 4 statements that describe the characteristics of the transactional style (these statements are shown in table 8 below).

Table 8: Transactional leadership style and their related questions

Style	Subscales & questions
Transactional	CR
	“I provide others with assistance in exchange for their efforts”.
	“I discuss in specific terms who is responsible for achieving performance targets”.
	“I make clear what one can expect to receive when performance goals are achieved”.
	“I express satisfaction when others meet expectations”.
	MBEA
	“I focus attention on irregularities, mistakes, exceptions, and deviations from standards”.
	“I concentrate my full attention on dealing with mistakes, complaints, and failures”.
	“I keep track of all mistakes.
	I direct my attention toward failures to meet standards” (Mindgarden.com, 2016)

The final leadership style in the MLQ is the passive which has two subscales Management-by-Exception: Passive (MBEP); Laissez-Faire (LF) that describe the characteristics of a passive style (these statements are shown in table 9 below).

Table 9: Passive leadership style and their related questions

Style	Subscales & questions
Passive	MBEP
	<p>"I fail to interfere until problems become serious".</p> <p>"I wait for things to go wrong before taking action".</p> <p>"I show that I am a firm believer in "If it ain't broke, don't fix it."</p> <p>"I demonstrate that problems must become chronic before I take action".</p>
Passive	LF
	<p>"I avoid getting involved when important issues arise".</p> <p>"I am absent when needed".</p> <p>"I avoid making decisions".</p> <p>"I delay responding to urgent questions" (Mindgarden.com, 2016)</p>

Furthermore, the MLQ measures three outcomes of these leadership styles (teachers making an extra effort, teachers' job satisfaction and the leader's effectiveness); these are the dependent variables. Table (10) below shows the three outcomes and their related questions.

Table 10: outcomes and their related questions

Outcomes	Questions
Extra Effort	<p>"Gets me to do more than I expected to do".</p> <p>"Heightens my desire to succeed".</p> <p>"Increases my willingness to try harder".</p>
Effectiveness	<p>"Is effective in meeting my job-related needs".</p> <p>"Is effective in representing me to higher authority".</p> <p>"Is effective in meeting organizational requirements".</p> <p>"Leads a group that is effective".</p>
Satisfaction	<p>"Uses methods of leadership that are satisfying".</p> <p>"Works with me in a satisfactory way" (Mindgarden.com, 2016)</p>

To accomplish the purpose of this study, 544 surveys were distributed to 34 secondary state schools in the city of Buraydah (first phase). The researcher visited five to six schools every day in order to distribute these surveys. The distribution process started on 26 February 2017

and finished on 28 April 2017. The survey distribution and collection process lasted two months. The principal in each school was asked to contact the researcher when the surveys had been completed.

In some schools, the researcher met teachers in their staff room and asked for volunteers in order to ensure that the questions understood by the participants. Cohen et al. (2007:344) argued that “the presence of the researcher is helpful in that it enables any queries or uncertainties to be addressed immediately with the questionnaire designer. Further, it typically ensures a good response rate”. However, the presence might affect the study negatively; for instance, Cohen et al (2007:344) argued that “respondents may feel uncomfortable about completing the questionnaire”. In addition, they expressed that “respondents may also want extra time to think about and complete the questionnaire”.

In others schools included in this study, the researcher asked principals to distribute surveys and encouraged teachers to fill them in. Cohen et al. (2007:223) argued that “it is important to plan the follow-up to surveys, to ensure that non-respondents are called again and reminded of the request to complete the survey”. This procedure might have influenced some participants negatively, but this was the most appropriate way to encourage teachers to fill the survey in. For instance, one of the problems that was encountered in some schools was that it took a long time to complete the distributed survey. Each survey included an informed consent form which described the purpose of the study and highlighted the ethical issues, such as confidentiality and privacy that participants might encounter. The time needed for completing the survey was 15 minutes. Participants had to choose a Likert scale value measurement that ranged from 0 to 4. The value of ‘0’ means leaders do not apply this statement. The value of ‘4’ means that the leaders apply this statement *frequently, if not always*. Table (11) below shows the order of the Likert scale used.

Table 11: the Likert scale value measurement for the MLQ

Value	Usages
4	Frequently if not always
3	Fairly often
2	Sometimes
1	Once in a while
0	Not at all

One of the problems encountered during the distribution of the survey process was that some leaders complained that some teachers were not willing to participate. However, the researcher asked those leaders for permission to meet teachers in their staff room. The surveys were collected face to face in order to enhance the response rate. Denscombe (2010:17) claimed that “the face-to-face contact allows the researcher to use his/her interpersonal skills and powers of persuasion to encourage the potential respondent to take part in the survey”. In this regard, the researcher met teachers, and explained to them the benefits of this study (improved education and performance) and responded to questions about the risk involved. As a result, some teachers started to fill in the surveys. Teachers were reassured about the informed consent forms, which showed that their names and their school’s names would not be mentioned at any time in the research. Having explained what the survey (the MLQ) measures, its components, and the process of distributing the surveys, the validity and reliability of the MLQ is also key element that needs to be highlighted.

3.7.1.1. Validity of the survey (the MLQ)

An important element that researchers need to consider is to ensure their study’s validity, especially when applying mixed method research (Creswell, 2014). Given that the instrument has been adapted from others, and also that adopted from different culture, as in this study the MLQ. Validity is defined as an approach that “concerns

whether the findings are ‘really’ about what they appear to be about” (Robson, 2011:77). Creswell (2014) explained an important component that researchers have to establish in order to validate the questionnaires that help to determine whether this questionnaire is appropriate. In terms of the validity of the survey used (the MLQ), Bass and Avolio (2010:5) argued that the MLQ is “valid for research purposes based on extensive field and laboratory research studies that have studied transformational, transactional, and passive/avoidance leadership styles”. In addition, Lowe et al. (1996) described:

The Multifactor Leadership Questionnaire (MLQ), was conceptually developed and empirically validated to reflect the complementary dimensions of transformational and transactional leadership with sub-scales to further differentiate leader behavior (Lowe et al., 1996:388).

However, even if this instrument is judged to be a valid tool, researchers must still be careful when implementing this tool in a different context and culture. For instance, different cultural values and beliefs need to be considered. For instance, what is recognized to be an effective leader in one culture might not to be perceived as effective in another context (Northouse, 2016). In recent years researchers have become conscious of the need for explore the influence of cultural differences. Oplatka and Arar (2017:270) argued that “as educational reforms and policies draw almost exclusively on perspectives of EDLM taken from Western literature and practice, one may get a wrong impression that Western leadership is a universal structure”. Therefore, in this research, a pilot study was implemented to evaluate how far the instrument used was valid to be used within Saudi culture. Details of the pilot study of the MLQ will be discussed at a later stage in this chapter.

3.7.1.2 Reliability of the survey (the MLQ)

Another important issue that needs to be taken into account is the reliability of the instrument used. Alsalahi (2018) defined reliability as the extent that the researcher will have the same results if the study conducted in the same way and procedures. The MLQ used in this research is widely considered a reliable instrument. For instance, Bass and Avolio (2004) argued:

For the last 25 years, the MLQ has been the principal means by which we were able to reliably differentiate highly effective from ineffective leaders in our research in military, government, educational, manufacturing, high technology, church, correctional, hospital, and volunteer organizations (Bass and Avolio, 2004:14).

Similarly, Antonakis et al. (2003) stated that our results from demonstrated that the (MLQ) is a valid and reliable instrument that can be used in order to measure the full range of leadership theories. Furthermore, Bass and Avolio (1995:9) explained that there are “reliabilities ranging from .74 to .94—thus exceeding the standard cut-offs for internal consistency recommended in the literature”. In addition, Bass and Riggio (2006:22) noted that “the MLQ scales have demonstrated good to excellent internal consistency, with alpha coefficients above the .80 level for all MLQ scales, using the most recent version of the MLQ across a large sample”.

3.7.2 The open-ended qualitative question

The open-ended question was used as a tool to collect the study data. In the previous quantitative survey (the MLQ) the researcher integrated one open-ended question that asked participants to describe the characteristics that distinguish an effective leader. Denscombe (2010:273) claimed that qualitative data “can be produced by other means. For example, the use of open-ended questions as part of a survey questionnaire can produce answers in the

form of text – written words that can be treated as qualitative data”. Creswell et al. (2003) argued that with mixed methods, the researcher can combine two approaches by asking participants quantitative and qualitative questions in the same survey. This question has been used as a guide to create the second phase interview questions; and to validate the interview questions. Several benefits have been reported by Aljasoly and Aldakhil (2000) from using an open-ended question; for instance, it is a good strategy as it gives the participants a space to think and provide relative information; the participants have the freedom to talk; it is also a good strategy to describe events that have been experienced by the participants. However, some problems with such an approach are that participants might deviate and not provide information that is relevant to the topic under investigation.

3.7.3 Interview phase

An interview was also utilised as a tool for collecting the data for the second phase in this investigation. Interviewing is a popular approach for collecting data (Mann, 2016). An interview can be defined as a conversation that is initiated and controlled by the researcher, with the purpose of obtaining information and data to serve specified research purposes (Aljasoly and Aldakhil, 2000). By using an interview, participants’ opinions and experiences can be obtained (Denscombe, 2010). Furthermore, as the aim was to reveal what participants were thinking, what leaders and teachers liked or disliked, an interview is the more appropriate approach. Robson (2011:280) stated that “the interview is a flexible and adaptable way of finding things out”. Weiss (1994) explained the benefits of interviews in terms of enabling the researcher to learn how the events influence people’s life. In addition, Robson (2011:280) stated that “asking people directly about what is going on is an obvious short cut when seeking answers to research questions”. Also, one benefit of interview is that the researcher can use his skills and take advantage of the interview in order to obtain valuable data that cannot be gained through other methods (Aljasoly and Aldakhil, 2000).

There are variety types of interview such as structured and semi-structured interviews (Aljasoly and Aldakhil, 2000). The structured interview requires the researcher to follow exact questions, which does not allow for flexibility to ask more (Merriam, 2002 and Denscombe, 2010). In this study a semi-structured interview was used. Denscombe (2010) described that semi-structured interviewing means that:

The interviewer is prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher (Denscombe, 2010:175)

Additionally, Mann (2016:91) explained the benefits of this approach in terms of not having specific questions, claiming that “semi-structured interviews provide a reassuring structure and at the same time there is no pressure to stick to a predetermined script”. Moreover, Mann (2016:91) explained another advantages of this approach in terms of flexibility, arguing that “the semi-structured format provides room for negotiation, discussion and expansion of the interviewee’s responses”.

However, the interview process can become a difficult task as it takes a long time (Aljasoly and Aldakhil, 2000). To be appropriately implemented, it needs a skilled researcher with good preparation, plans, and ability to encounter crisis and solve problems during the interview, such as issues related to the privacy of the participants (Denscombe, 2010). Denscombe (2010) mentioned several problems with interviewing: the fact that it takes considerable times; it explains what it is the participants are saying, not what he or she is doing; the difficulties of analysing; it might prevent participants from providing some good information if they are recorded; the researcher will be calling on participants to reveal what might be considered private; finally, it might have a high cost, especially with the face-to-face approach. Also, another important drawback of doing an interview is that the direct

discussion between the participant and the researcher, might create a space for bias. For instance, the participants might want to satisfy the researcher (Aljasoly and Aldakhil, 2000). Researchers have to be careful in terms of the questions asked in the interview process, avoiding directing the participants' views. Rapley (2004:20) stated that "the interviewer should facilitate without overly directing the interviewee's take".

Planning the interview process is essential. Mann (2016) advises that it is necessary to be prepared before performing the interviews; obviously the investigator could face great difficulties if the interviews are not well prepared. For instance, the questions that will be asked need to be constructed appropriately in order to take best advantage of the time, and to avoid wasting time by explaining the questions for the participants. In terms of the researcher's preparation, the researcher attended a variety of training courses that deal with the interview process. One of these courses was the Advanced Research Methods (ARM), during which the researcher carried out an interview with some participants. The researcher also attended diverse courses provided by the University of Warwick to become more familiar with the professional research interview process and how to carry out an effective interview. In addition, before conducting the actual study, a pilot study was conducted to modify and change questions that might not be understood by the participants. Furthermore, the interview questions were reviewed by the research student's supervisor in order to construct the interview questions and to make them more relevant to the problem that needs to be explored.

3.7.3.1 Interview selection criteria

Participants who were involved in this phase were selected from the first phase. For instance, in the first phase (the survey phase) participants were asked in the same survey if they were willing to be interviewed. In order to choose participants for the interview specific criteria were applied by the researcher in this phase. For instance, only participants who had participated in the first phase were chosen. Furthermore, only participants who had been

working with their current school leaders for more than three years were selected. The benefits of such criteria are that participants might have experienced different leadership styles with their current leaders; and they might have valuable knowledge of the effect of different leadership styles on their performance. However, if participants were chosen randomly the researcher might encounter some situations where participants might not have enough experience with their current leaders. For instance, in the pilot study, some teachers were required to describe their school principal's leadership style; nonetheless, they argued that they had not worked with their leaders for a long time and therefore they could not judge their leader's leadership style. In the next section, the structure of the interview questions will be discussed with respect to five different aspects.

3.7.3.2 The structure of the interview questions

In terms of this interview, the questions have been prepared for a long time, starting from the pilot study, after which they were reviewed by the student's supervisor to improve their clarity and their coherence. One of these steps of preparation was dividing up the interview questions to cover different aspects, which helps the topic to be more focused and structured. The interview questions were divided into five different areas of investigation.

The first area focused on exploring the participants' career such as age and experiences. The second part focused on the implementation of different leadership styles as described by leaders and teachers. For instance, this part has several sub-questions, which were designed to help to clarify the leadership style most used in these schools. In addition, this part did not focus only on the three leadership styles which were found in the first phase; they were also extended to include some questions in order to explore other different leadership styles that could not be measured by the adopted MLQ. This is one of the strengths of implementing a mixed method approach. For instance, one of the limitations from the survey was that it only measured three types of leadership style: transformational, transactional and

passive. Therefore, by using the interview design the researcher was able to overcome this problem and explore other leadership styles that might be used in the Saudi Arabian schools.

The third part of the interview focused mainly on exploring the benefits and disadvantages (the negative and the positive effect) of different leadership styles implemented by the school leaders (consequences). For instance, in this part several sub-questions related to different leadership styles and their influence on teacher's performance were used. For instance, the effects of these styles on teachers' motivation, satisfaction and the leader's effectiveness were analysed. The fourth part deals with the Saudi context and how the Saudi culture might affect and influence the leadership style used in terms of its effectiveness.

The final part of the interview focused exclusively on scrutinizing the characteristics that distinguish an effective leader from a Saudi participant's perspective. For instance, in this part, participants were asked to describe any qualities that they think distinguish an effective leader. A quantitative survey cannot provide deeper understanding of the characteristics that distinguish an effective leader. Scherp (2013:80) argued that "quantitative methods such as surveys often suffer from lack of depth and difficulties in knowing how the respondent has perceived the items". Therefore, the application of the interview enhanced the deeper understanding of the different leadership styles and their effects.

3.7.3.3 The interview Procedure

The interview was conducted face to face (one to one) which is the most popular approach, because it is "easy to arrange" (Denscombe, 2010:176). Also, Denscombe (2010) mentioned other benefits of implementing such approach as the researcher can only deal with one person that make it easy to manage, and also the researcher analyses data for one person which makes it also easier. In addition, the benefits of using a face-to-face interview is that the researcher could notice any reactions or attitudes from the participants that might be worth mentioning. For this study, at the beginning of the interview each participant was

thanked for their involvement. In addition, the interview process was explained to the participants. For instance, before commencing the interview, each participant was asked to sign the informed consent form (as shown in Appendix Q, R, S and T). This form explained the purpose of the study and the participant's rights to confidentiality and privacy.

Recording the interview is often regarded as an essential element. Denscombe (2010) highlighted the importance of recording interviews, since it is not possible to rely on the researcher to save what is said to him in his or her memory. Consequently, he argued that the interviews should (if possible) be recorded, as any ideas mentioned by the participants cannot be lost; also the researchers can return to the interview record at any time. Mann (2016) stressed the necessity of recording interviews, as investigators are likely to lose key points; in addition, the recording will be a guarantor of the content of the interviews, so it is always recommended to use several devices to preserve an accurate record. Therefore, before the process of the interview, each participant was asked if they agreed to be recorded. For this study most of participants, agreed to be recorded. However, some participants rejected the use of recording. Denscombe (2010) stated that sometimes participants might not allow recording to occur. As a result, notes were taken to catch any important ideas, especially with participants who refused the recording process. The benefit of field notes is explained by Denscombe (2010:187) as "they can fill in some of the relevant information that a recording alone might miss". However, one negative side of this approach is that a researcher might write some information and still interpret it wrongly (Denscombe, 2010).

Another important element that needs to be taken into consideration is listening carefully to the participants during the interview process, which is considered more important than the process of recording the interview (Mann, 2016). Gaudet and Robert (2018:102) argued that the role of the researcher "is to help the participant explore his or her experience and", and therefore, "you have to listen actively". Furthermore, choosing the most suitable place that enables effective listening is an important component. In terms of this study, the participants

were interviewed in a relatively tranquil place in their schools. The researcher avoided noisy environments in order to keep listening more focused. Mann (2016) has commented on the importance of choosing an appropriate place for interviews, as the researcher must choose a place free of noise and inconvenience to achieve an effective interview.

During the interview, a researcher might encounter unexpected or sensitive issues. For instance, in this study, some participants did not like discussing certain issues (such as favouritism) that occurred in their schools. As a result, the researcher decided to move away from this issue but only in the three interviews where a participant was uncomfortable discussing this issue. Mann (2016) warned that researchers should have a sense of awkward subjects, and should ensure that the participants feel relaxed, which might mean changing questions or asking them in a different way, especially if the situation starts to feel uncomfortable.

Finally, group interview has not been used in this study; a group interview might have made the study less focused (Mann, 2016). The researcher wanted the answers to be focused on the characteristics of an effective leader, and how teachers explain an effective leader. In addition, from the researcher's experience, a group interview was not appropriate with Saudi teachers, as they are often accustomed to talk about different topics less seriously, or they would not accurately reflect the reality of their school which might affect them negatively. Gaudet and Robert (2018) argued that some people might be reluctant to express their views. In addition, they argued that researchers have to "give serious consideration to power relationship that might exist in a particular group or that might surface during the interview process" (Gaudet and Robert, 2018:95).

3.7.3.4 Trustworthiness of the interview

Trustworthiness is an important element in qualitative research. In order to have trustworthy data triangulation can be used with qualitative research. Patton (2001) argued that one of the

most important characteristics of triangulation is that data for research is collected from multiple sources, which give more power to the data collected. Mathison (1988:14) stated that triangulation can be used to “tap different domains of knowing”. Creswell (2014:201) explained that triangulation aims to “triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes”.

In terms of this study, triangulation was employed through two stages. First, in terms of the participants’ triangulation; two different classes of participants (leaders and teachers) were interviewed to compare their responses. Second, a survey was combined with the interview, which helped to understand the problem more clearly, in more depth. Creswell (2014:201) argued that “if themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study”. The validity also can be validated by piloting the surveys where they are open to textual modification and the interviews before commencing the field work. In the next section the piloting process conducted for the two phases will be discussed.

3.8 Piloting

To check for clear survey and interview questions, a pilot study should be administered. Further, the benefits of a pilot study is that it enables the researcher to be conscious of the potential problems in the research that he or she might encounter, and to evaluate the appropriateness of the questions (Creswell, 2014 and Robson, 2011). In this inquiry the piloting process involved two stages: piloting the survey instrument (the MLQ) and piloting the interview questions.

3.8.1 Piloting the MLQ

In terms of the MLQ, it has been validated and judged to be a reliable instrument as described previously. However, the instrument was piloted to ensure the clarity of the items used. For instance, once permission had been obtained from the MLQ producer (The Mind Garden),

20 surveys were distributed to 20 participants. Leaders and teachers were asked to answer the survey questions which consisted of 45 items. Furthermore, participants were requested to provide any notes, comments and feedback on difficulties they might have encountered while filling out the surveys. The MLQ instrument survey was supplied by the company (mindgarden) in Arabic as it has already been used in several Arabic countries, such as Jordan, Saudi Arabia and the UAE. Only 2 leaders and 6 teachers responded. Moreover, participants were asked to provide demographic data such as their age, educational level, and years of experience.

There was no alteration for the survey items as a result of the pilot study. However, one of the advantages of conducting the pilot study for the survey was that it revealed the problem that the response rate was exceedingly low; in fact, only two leaders and 6 teachers had completed the survey. To overcome this weakness in the actual study the researcher determined to implement a pen-and-paper survey (face-to-face), which the researcher considered would work well in a Saudi context. For instance, teachers in Saudi schools still do not pay much attention to fill an online survey. Specifically, many of them lack skills to use an online survey, or they might lack the motivation to answer an online survey, perhaps because they do not think they will benefit from it. Therefore, a face-to-face survey is the appropriate way to increase the response rate. Accordingly, the researcher explained to the participants the benefits of such a survey in terms enhancing education quality and solving their problems with leadership styles, and exploring what they prefer in terms of leadership styles. Denscombe (2010) claimed that one of the most important features of face-to-face surveys are that they enable the researcher to use his skills to motivate participants to participate. Another important advantage of conducting the pilot study is that the sample size in the pilot study was small, so the result could not be generalised; whereas the sample size in the actual study was more than 200 participants, which allowed for more accurate generalization from the results.

3.8.2 Piloting the interview questions

It is important to pilot the interview questions (Mann, 2016). Seidman (2006:39) argued that through this approach the researcher will be able to follow “the unanticipated twists and turns of the interviewing process” as well as “complexities of the interviewing relationship”. Such a pilot “deserve[s] exploration before the researchers plunge headlong into the thick of their projects” (Seidman, 2006:39). Mann (2016:138) argued that “it has been suggested that piloting and planning will help establish an interview guide”. Through piloting, any difficult words that might not be understood by the participants can be modified. In terms of this pilot study, two school leaders and three teachers were interviewed. After the pilot study, the researcher organised the interview questions into five main themes as explained previously. The first deals with participants’ career. The second deals with the implemented leadership style; the third examines the advantages and disadvantages of different leadership styles; the fourth deals with the Saudi context; the final section explores the characteristics that distinguish an effective leader.

Several suggestions were also made by some of the participants in terms of the questions asked in the pilot study. As a result, alterations to some questions were applied. For instance, some questions were found not be understood by the participants and they asked the researcher to clarify these questions more. For instance, the researcher asked participants about what they wanted from their leader. After distributing the interview questions, one of the participants suggested that the question was very open, so the researcher changed it to “What do you want from the school leader to be more effective?” Another finding from this pilot study was that use of the phone meant that the researcher could not note any non-verbal reactions from the participants; therefore, the actual study was conducted face to face in order to observe any reactions from the participants. Merriam (2002) stated that one of the most popular interview methods is the face to face approach. Having explained the

study's piloting process, it is necessary for the researcher to outline the assumptions that the research is based on.

3.9 Study assumptions

The process of researching is a continuous process that requires the researchers to think carefully for each step. For instance, researchers are required to build their studies on assumptions. An assumption is defined as “an assertion presumed to be true but not actually verified” (May et al, 2014:115). Accordingly, different assumptions need to be clarified in this study. The assumptions in this study were divided into four aspects.

First, with regard to the understanding of the survey and the interviews questions, the researcher assumed that all participants understood the survey and the interview questions clearly. However, to ensure this aspect, the researcher piloted the survey and the interview phases with different individuals before the actual study was conducted. The aim was to understand and modify any terms or sentences that could not be understood easily by the participants. Mann (2016:119) argued that “piloting the interview with different respondents prior to actual data collection will certainly help you clarify your interview guide”.

Second, it has been assumed that all participants would feel safe enough to answer the survey and the interview questions honestly and truthfully. To support this aspect, all participants' rights were respected in terms of their privacy and confidentiality. For instance, all participants were informed that the researcher had gained Ethical Approval from the University of Warwick (UK) after meeting the requirements and conditions (Appendix A). Furthermore, participants were informed that the researcher had been granted approval from the MOE in Saudi Arabia in order to collect the study's data (Appendix C). More importantly, each participant signed an informed consent form for the two phases, which explained clearly the purpose of the study; it stated that the privacy of participants, their confidentiality and confirmed their school's name would be protected throughout (Appendix I, J, K, L, Q, R, S

and T). As a result, participants should feel more confident to answer the questions truthfully as their rights were protected. More detailed description of the privacy and confidentiality of the participants' rights will be provided later in this chapter.

Third, with regard to the problem under investigation, it was assumed that all the participants in this research have had some experience of leadership, though their reactions to different types of leadership styles and their influence on teacher's performance may vary. To ensure this aspect, a pilot study was implemented for the survey and the interview phases which led to similar interpretations of the responses.

Fourth, with regard to the instrument used (the MLQ), it was assumed that it could provide a reliable result. For instance, this instrument has been reported by many researchers as a reliable tool (Antonakis et al., 2003; Bass and Riggio, 2006). However, the reliability of the instrument used was discussed earlier in this chapter (the reliability of the MLQ section). Finally, ethical elements that might be encountered while implementing research will be discussed in the next section.

3.10 Ethical considerations

The participants' rights are one of the most important elements when conducting a study. These elements need to be discussed to obtain appropriate advice before commencing a study. Alsalahi (2018) stated that researchers must explain to the participants all ethical aspects that are involved in the research, such as privacy and informed consent; moreover, the investigator must make participants fully aware of what are they going to be involved in. furthermore, Robson (2011:194) stated that "there are ethical consideration when carrying out real world research involving people". In this study, various ethical stages were observed. Ethical approval was obtained from the University of Warwick before commencing the field work. Once approval had been granted from the University of Warwick, further approval was obtained from the Royal Embassy of Saudi Arabia Cultural Bureau in London. In

addition, the MOE in Saudi Arabia also requested that researcher provide a copy of the instrument that was used and the interview questions that would be asked. Moreover, approval from the MOE was obtained. This approval was given to the researcher and sent as a circular to all secondary schools in the city of Buraydah, requesting them to facilitate the researcher's work. However, some participants' responses might be affected by the official nature of the MOE approval, perhaps leading them to be more cautious or reticent in outright criticism of their principal or the MOE. Finally, each school leader was asked their permission to start the field work.

However, one of the problems faced by the researcher was that approval was sent from the MOE to each school leader in the city of Buraydah. This might influence their responses to the data. Responding to this problem, the researcher tried to explain to the participants that their names and their school's name will remain anonymous in order to ensure that it did not affect their responses. Also, the researcher explained to each participant that their responses will be used only by the researcher and will not be accessed by any other third party (such as the government). Furthermore, the researcher explained to the participants that the data collected would only be used for the study. Moreover, all the data would be destroyed after 5 years. Finally, the researcher explained to the participants that they could withdraw at any time from this study.

In order to start the field work for the survey phase, each participant signed an informed consent form, which explained the purpose of the study and the research aims. In addition, the informed consent form explained to the participants that their participation in this study was voluntary. Krathwohl (2004) stated that successful research give participants enough time to decide whether they want to participate or not. Furthermore, participants' confidentiality and privacy were ensured. For instance, in the form stated that their names and their schools' names would remain anonymous. Moreover, in the form it was noted that the data collected would be used only for the study's purpose and that there would not be

any risk from being involved in this study; and there would be no consequences if they wanted to withdraw from participation at any time. Finally, the form reiterated that the data would be available to the participants at any time they wanted; and the data collected would be kept by the researcher for 5 years and would then be destroyed. The form explained in writing what had previously been explained by the researcher orally.

For the qualitative phase, Merriam (2002:29) stated that “a “good” qualitative study is one that has been conducted in an ethical manner”. Before starting the second phase process all participants were requested to sign the informed consent form. This form explained the purpose of the interview, the participant’s confidentiality, and their right to withdraw at any time. In addition, the interview would be recorded after their permission was granted.

3.11 Data analysis

This study applied a mixed method which consisted of two phases: surveys and interview. Analysing these two phases is critical and in the same time is difficult. Dealing with one approach might be less complex than analysing a mixed method study. Therefore, researchers need to be more sensitive and more careful when dealing with mixed method research (Creswell et al., 2003). Robson (2011:412) explained the analysis process as “breaking up of something complex into smaller parts and explaining the whole in terms of the properties of, and relations between, these parts”. In terms of training, the researcher attended various courses provided by the University of Warwick that dealt with quantitative and qualitative data analysis.

The analysis involved three stages. The first stage was the scanning stage. The researcher checked the missing data and excluded some participants, such as those who did not complete the surveys or those who chose the same value for all the questions in the survey phase. In addition, outliers’ values from school leaders’ responses were checked to enable

different tests to work accurately. Furthermore, the normality of the data was checked with a view to applying the most suitable analytic strategy.

The second stage involved analysing of the survey data. More specifically, the analysis of the data collected involved descriptive and correlational analysis. Descriptive analysis was used for the demographic data to form a general picture of the participants' background, such as age, qualifications, and years of experience, as well as for exploring the leadership styles used and their influence. In addition, correlational analysis was used for finding out the association between the three leadership styles and the three outcomes.

The third stage is the analysing of the interview data which involved thematic analysis. In the next section each research question will be explained, showing how it was analysed in order to make the findings clearer.

3.11.1 First phase analyses

Research question one asked about leader's and teachers' perception of the implemented leadership style in Saudi Arabian state secondary schools, as measured by the MLQ instrument. The Statistical Package for the Social Sciences (SPSS) program was used. This research question was addressed descriptively. Robson (2011:423) explained descriptive analysis as "ways of representing some important aspect of a set of data by single number". Gay et al. (2006) stated that descriptive studies measure people's perceptions about aspects such as opinions, views, and preferences. Such research uses questionnaires and interviews to gather the required data. Measures of central tendency were used in order to address this research question such as the (mean and the mode). For instance, the mean score and the standard deviation were calculated in order to explore the leadership styles that had been implemented. Robson (2011:423) explained this approach as "adding all of the score together and then dividing by the number of scores". In this study, the mean score for each participant was calculated in terms of the three leadership styles: transformational, transactional and

passive. In addition, the mean score was calculated for each subscale for each leadership style. Furthermore, this question will be addressed also by measuring the distribution of the MLQ score (the Mode) which is the most used value (Robson, 2011).

Research question two asked about the relationship between transformational leadership style and teachers making an extra effort, teachers' satisfaction and the leader's effectiveness. This research question was addressed by implementing correlational analysis. Robson (2011:11) explained that a correlation approach is a statistical test used to indicate "both the strength and the direction of the relationship between variables". In this study, transformational leadership and its five subscales (the independent variables) were examined to determine to what extent they correlated with teachers making an extra effort, teachers' job satisfaction and the leader's effectiveness (the dependent variables). The two commonly used correlational tests are Pearson's correlation and Spearman rank correlation (Robson, 2011). Pearson's correlation requires the data to be normality distributed. Robson (2011:429) stated that "many of the more commonly used tests are based on a sense that deviations from normal distribution is involved". For this research question the normality distribution of the dependent variables was not met. Therefore, the Spearman correlation was used. In addition, the data of this study was ordinal; Cohen et al. (2007) argued that with ordinal data Spearman correlation is an appropriate type of test that could be used in order to test for an association between two variables.

Research question three examined the relationship between the transactional leadership style and teachers making an extra effort, teachers' satisfaction and the leader's effectiveness. This research question was also addressed by implementing correlational analysis. The transactional leadership and its two subscales (the independent variables) were examined to determine to what extent they correlated with teachers making an extra effort, teachers' job satisfaction and leader's effectiveness (the dependent variables). For this research question,

the normality distribution of the dependent variables was also not met, so the Spearman correlation was used.

Research question four examined the relationship between the passive leadership style and teachers making an extra effort, teachers' job satisfaction and the leader's effectiveness. This research question was also addressed by implementing correlational analysis. The passive leadership and its two subscales (the independent variables) were examined to investigate to what extent they correlated with teachers making an extra effort, teacher's job satisfaction and the leader's effectiveness (the dependent variables). For this research question also the normality distribution of the data was not met, so the Spearman correlation was employed.

3.11.2 Second phase analysis

Once a clear understanding of the implemented leadership styles used was obtained from the first phase, the analysis of the qualitative data started. Different approaches for analysing interview data can be used. Roulston (2010:149) stated that "various families of approaches, including thematic analysis, grounded theory analysis, ethnographic analysis, [and] phenomenological analysis" can be used. However, the analysing of the interview data depends on the researcher. Patton (2002:432) argued:

Qualitative analysis transforms data into findings. No formula exists for that transformation. Guidance, yes. But no recipe. Direction can and will be offered, but the final destination remains unique for each inquirer, known only when – and if – arrived at (Patton, 2002:432).

Similarly, Creswell (2014:195) stated that analysing qualitative data involves making "sense out of text and image data. It involves segmenting and taking part the data [...] as well as putting it back together".

In this study a total of 14 leaders and 16 teachers were interviewed. The analysis of the collected data started after each interview, an approach that is recommended by Merriam and Tisdell (2015:197), who stated:

Without ongoing analysis, the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed. Data that has been analyzed while being collected are both parsimonious and illuminating (Merriam and Tisdell, 2015:197).

The data in this phase was inductively analysed. Patton (2002:41) stated that there should be:

“Immersion in the details and specifics of the data to discover important patterns, themes, and interrelationships; begins by exploring, then confirming; guided by analytical principles rather than rules; ends with a creative synthesis (Patton, 2002:41).

The second phase consisted of two research questions (research questions five and six), which will be discussed in the next section.

Research question five asked about how leaders and teachers described the leadership styles that have been used in their schools; research question six examined characteristics that distinguish an effective leader. These two questions were addressed through several stages by means of thematic analysis. Creswell (2014:476-484) describes five important stages when analysing qualitative data in a thematic analysis approach:

- 1- “Familiarizing yourself with your data”, for instance, reading the data several times in order to have initial general picture about the ideas that are mentioned by the participants. However, this aspect needs more time.
- 2- “Generating initial code”. The code involves looking for behaviours, events or activities.
- 3- “Identifying themes”. For instance, the codes collected are grouped into themes. This involves looking for different codes and placing them together. In order to identify themes, several strategies are recommended by Creswell (2014), such as repeated ideas, unfamiliar ideas, metaphors, transaction, looking for differences.
- 4- “Constructing thematic networks”.

- 5- “Integration and interpretation”. In this regard, researcher have to compare the collected themes and make interpretations of the collected themes. In addition, the main task for researchers is “to understand what the data are telling you” (Creswell, 2014:476-484).

These stages have been followed in this research. At the beginning, each interview was recorded; afterwards, each interview was listened to several times in order to gain a clear understanding of the ideas mentioned by the participants. In the next stage, the Arabic version of the interview was transcribed and translated into English and read several times. The researcher translated all of the interviews into English, so that nothing important would be lost and to facilitate the critical discussion of the findings and theories in English. After reading the interview several times, the coding process started. Creswell (2014) stated that coding:

Involves taking text data or pictures gather during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant (Creswell, 2014:198).

The analysis of interview data is a continuous process; the researcher must return to the data several times. In the current study, several reports which were written were also shared with the supervisor of the research in order to clearly understand the interpretation of the data.

The researcher in the qualitative phase used hand coding; Nvivo was not used because the researcher was immersed in the data, having also translated all the interviews from Arabic to English and having reflected on the key terms and their frequency during that process. Therefore, more care had to be taken with key terms that could be understood differently and have quite different applications. For example, Arab and English people understand the concept of *trust*, but what counts as trust may sometimes be quite different in Saudi Arabia and in another context. The researcher first understand the interviews in Arabic more clearly

and then the researcher translated the interviews to English but after having complete understanding of the words and their meanings. Some terms required careful thought in terms of translation; for example, vision can mean *Hadf*, *kotah*, *Ain*; equally vision in English means the act of seeing, goal, plan, ideal, dream. In addition, a professional translator was involved in some of this translation in order to provide a more accurate translation of the data and as an extra stage of semantic verification. Creswell (2014:196) stated that “qualitative software programs require time and skill to learn and employ effectively”; however, they are surely faster in the long run.

In terms of the process of analysing the qualitative data; at the beginning there was initial coding that was achieved by reading the data in order to become more familiar with the collected data. An example for this stage is that the researcher asked participants to describe the characteristics that distinguish an effective leader. The researcher read their data and tried to understand some important defining words that could describe an effective leader such as having vision, trust, and communication.

In the second stage the researcher tried to read the data line by line in order to find more details about the data. After completing the line-by-line coding during the third stage there was a huge collection of codes. These codes needed to be categorised and classified with similar ones.

Also, participants were asked to describe the leadership style that their school leaders used using a variety of different words. For instance, the transformational leadership style involved four main words which were determined as follows:

- 1- **Inspiration motivation.** This theme was explained by participants’ use of different words such as ‘having goals’, ‘being a visionary leader’ and ‘involving others’ Shura’.
- 2- **Intellectual stimulation** was explained by participants’ use of different words such as ‘working with others’, ‘open a door’, and ‘interact’.

3- **Individual consideration.** This theme was explained by participants' use of different words such as 'need more training' and 'courses'.

4- **Care.** This theme was explained by participants' use of different words such as 'human relations' or 'family', 'a social doctor' and 'well-being'.

For the transactional leadership participants mentioned 'formal reporting; questioning; monitors; evaluating; critical reporting and rewards'. Some examples of these coding processes are provided in (Appendix, U).

One main question asked was what characteristics distinguish an effective leader? This question has been explained by participants' use of different words such as

- **Being a role model**, which was explained by participants' use of different words such as 'respect', 'caring', 'being a model', 'being committed', and 'being fair'.
- **Being a visionary** was explained by participants' use of different words such as 'a clear sense of direction'; 'clear path', 'knowing the way'. Some examples of these coding process are provided in (Appendix, U).

3.12 Chapter summary

This chapter started with the wider framework by explaining the paradigm used. In addition, the mixed methods were explained and justified in terms of their appropriateness. Furthermore, the data collection procedures were explored. Moreover, the instrument used in the first phase was discussed. The validity and the reliability of each method were explored. Ethical requirements were outlined and discussed. In addition, this chapter explained the techniques implemented during the analysis of the data. The process started with the scanning of the data; the process for analysing the first phase involved descriptive and correlational strategies. The process used for the interview phase analysis involved thematic analysis. Having explained the methods used to analyse the data, the next section will provide a full description of the data analysis.

Chapter 4: Findings

4.1 Introduction

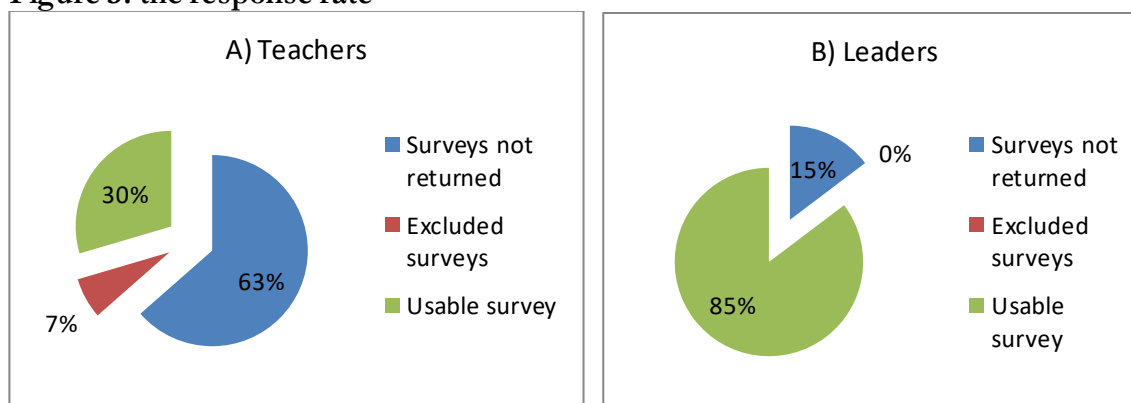
The main objective of this mixed study was to explore the applied leadership style in state secondary boys' schools in Saudi Arabia; and to determine the relationship between the implemented leadership style and teachers putting in extra effort, levels of satisfaction and the leader's effectiveness. Furthermore, it aimed to explore what leaders and teachers think the qualities are that distinguish an effective leader. The data for this study were collected in two phases: survey and interview. In the first phase, 29 school principals and 241 teachers completed the adapted MLQ survey questionnaire. In this chapter, the results of the first phase will be presented, followed by the results from the second phase. The response rates and the demographic data for the survey will be explained first.

4.2 The survey response rate

The number of respondents to questionnaires contributes to a more reliable study. Bartlett et al. (2001:49-50) argued that "using an adequate sample along with high quality data collection efforts will result in more reliable, valid, and generalizable results". Baruch and Holtom (2008:1140) argued that "the level of RR is an important, sometimes crucial, factor in assessing the value of research findings". Bartlett et al. (2001:43) argued that "a common goal of survey research is to collect data representative of a population". In addition, the item non-response inside the survey can affect the survey; in this context, Denscombe (2009:281) stated that "item non-response rates are a significant factor affecting the quality of questionnaire data". In this study, the researcher used surveys (handed out in person), for which the response rate was moderately high. For instance, the total number of surveys distributed was 544 to 34 state schools (16 for each school), with 303 surveys returned, a 60% response rate. From the figure (3, A) below, it can be seen that 274 school teachers (37%) answered the questionnaires, and 236 school teachers (63%) did not. However, from the figure (3, B) below, it can be seen that 29 school principals (85%) answered the

questionnaires and 5 school principals (15%) did not. However, the quantitative and the qualitative results cannot be generalised in this study to the whole population as the sample was too small and only included male teachers in Burydah. In addition, generalizations are limited by the gender-specific nature of this research.

Figure 3: the response rate



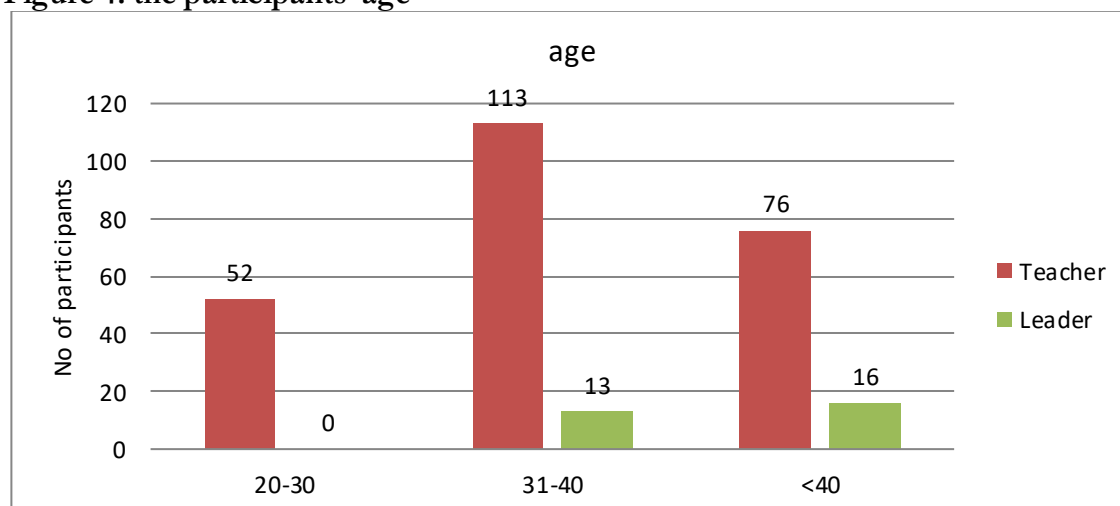
The response rate for school teachers was almost half. Cohen et al (2007:223) stated that “a major difficulty in survey research is securing a sufficiently high response rate to give credibility and reliability to the data”. The number of usable surveys from school teachers was 241 (30%). The response rate for school leaders was high. In this study leaders had a high response rate because the researcher had face-to-face meetings with them. The surveys were evaluated individually to determine their validity. 270 surveys from school leaders and teachers were used in this study. The total number of surveys returned from both groups was 280. Some of these surveys were excluded, if they had not been completed, or where there was a high repetition of a value. The usable surveys included 241 teachers’ responses and 29 from leaders. Almost 99% of leaders completed their surveys. However, the teachers’ response rate was almost 37%.

4.3 Demographic data: descriptive analysis

Different demographic variables such as the participants’ age, qualifications and work experiences comprised this data. To analyse the data, the Statistical Package for Social Sciences (SPSS) software was used. Figure (4) below shows the participants’ age range. The

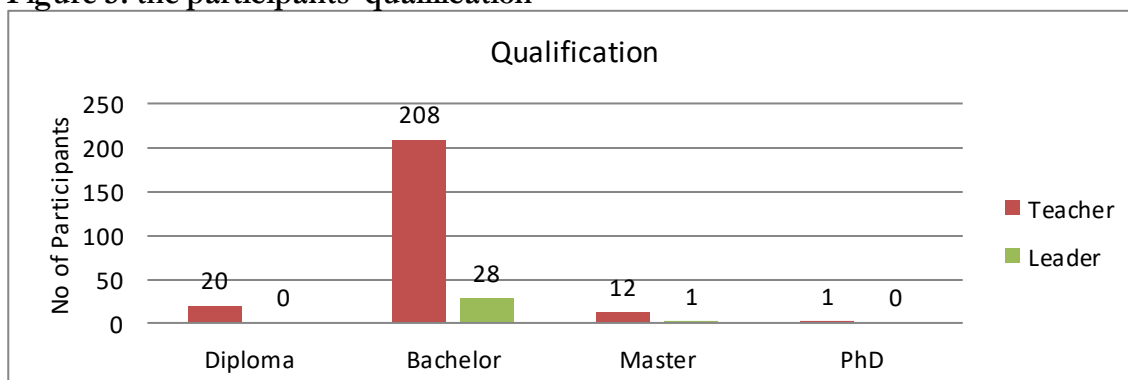
results showed that the majority of teachers' age ranged from 31 -40. In addition, 76 teachers were aged above 40. In terms of leaders' age, the data show that the majority of leaders were above 40 and there were no leaders aged 20-30.

Figure 4: the participants' age



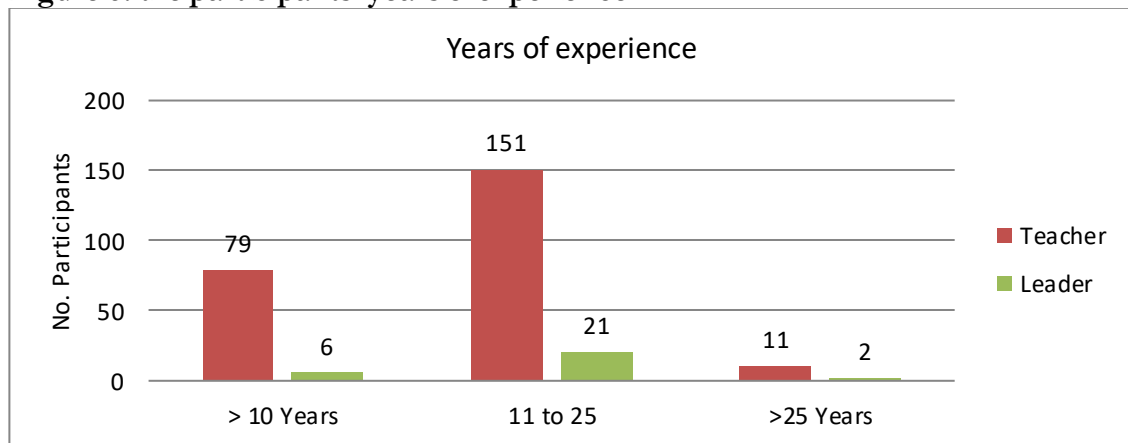
In terms of participants' qualifications, as shown in figure (5) below, their qualifications varied from Diploma to PhD. For instance, the majority of teachers 208 (85%) had a Bachelor's degree and only one teacher had a PhD (1%). Also, some teachers had a Diploma: for instance, 20 (6%) teachers had a Diploma and 12 (4%) teachers had a Master's degree. On the other hand, none of the leaders had a PhD or a Diploma. The majority of them 28 (89.7%) had a Bachelor's degree; only one of the school leaders had a Master's degree, compared to 12 teachers who had a Master's degree. This implies that the new generation of teachers aim to develop and improve their skills and ability.

Figure 5: the participants' qualification



Finally, in terms of participants' years of experience, it is evident that the majority of teachers (151) had more than 11 years' experience. In terms of leaders, the majority of them (21) had 11-25 years' experience, as shown in the figure (6) below.

Figure 6: the participants' years of experience



It is evident from this demographic data, that leaders and teachers have different ages, qualification and experiences. The demographic data in this study is similar to that recorded nationally for Saudi Arabia (General Authority for Statistics, 2018). The majority of the participants had some experience working as a leader or as a teacher, which might help the researcher to gain valuable knowledge about the implementation of different leadership styles and their effects. In the next section, the applied leadership style will be explored descriptively from leaders and teachers' perspective.

4.4 The MLQ survey descriptive analysis

In this section, the aim was to address (RQ1) which was exploring the implemented leadership style as described by leaders and teachers. This question will be answered in two ways. First, by exploring the means for each leadership style and their subscales. Second, by measuring the distribution of the MLQ score in order to determine the leadership styles that are most used. The Multifactor Leadership Questionnaire (MLQ) 5X developed by Bass and Avolio (1994) was adopted. This instrument measured three types of leadership style and each type has different subscales, as explained in the methodology chapter (survey phase

section). This instrument also measured various leadership outcomes which were also explained in the methodology chapter. Leaders were requested to rate themselves according to 45 statements that measured different leadership behaviours and their outcomes. In addition, teachers had to rate their leader's leadership behaviours in line with the 45 statements. In the following section, the transformational leadership style will be discussed first, followed by transactional leadership style, and finally the passive leadership style.

4.4.1 The transformational leadership style descriptive analysis

The mean score and the standard deviations were calculated in order to measure to what extent school leaders applied the transformational leadership style. The results showed that the transformational leadership style had the highest mean score according to teachers' and leaders' responses. For instance, this type of style was rated by teachers with a mean score of 3.10, and by leaders with a mean score of 3.40, as highlighted in table (12) below. This result shows that leaders in Saudi schools operate with their teachers in line with the transformational leadership style, based on respect, trust and considering staff needs and preferences.

However, leaders tend to rate themselves higher with a mean of 3.40 compared to 3.10 for teachers in the total transformational leadership style. Evidently, leaders did not want to describe themselves negatively in a self-rated survey. However, the difference is not significant. In order to refine this analysis, the interview phase was implemented which will be discussed later in this chapter.

Further, in terms of the transformational leadership's five subscales, the mean scores ranged from 3.44 to 2.77 as rated by leaders and teachers as shown in table (12) below. In table (12) below the IM factor had the highest mean score (3.30 as rated by teachers). However, the IC factor had the lowest mean score (2.77 as rated by teachers). The IS and IC factors had the

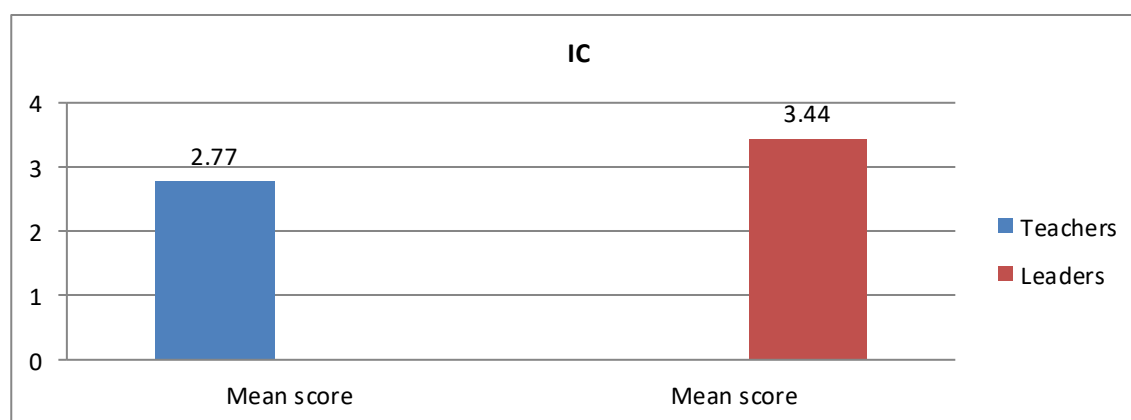
highest mean score; for instance, they had a mean score of 3.44 as rated by leaders. However, IIA factor had the lowest mean score (3.36 as rated by leaders).

Table 12: descriptive statistics for the TF style and its factors.²

Factors	Teacher		Leader	
	M	STD.	M	STD.
TF	3.10	.60012	3.40	.42521
IIA	3.26	.71511	3.36	.57316
IIB	3.13	.65419	3.41	.42403
IM	3.30	.70665	3.33	.53149
IS	3.07	.72036	3.44	.42980
IC	2.77	.73184	3.44	.44007

However, for the IC factor, there was a slight difference in how teachers rated their leaders and how leaders rated themselves according to this factor. For instance, teachers rated their leaders lower, with a mean score of 2.77 in this specific leadership behaviour, while leaders rated themselves higher, with a mean score of 3.44, as shown in figure (7) below. For instance, leaders claimed that they pay more attention to the training provided for teachers; on the other hand, teachers claimed that the training provided was not that significant.

Figure 7: Individual consideration mean scores



² Note: TF= Transformational style; IIA= Idealized Influence attributed; IIB = Idealized Influence behaviour; IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individualized Consideration; M =mean score; STD= standard deviations

4.4.2 The transactional leadership style descriptive analysis

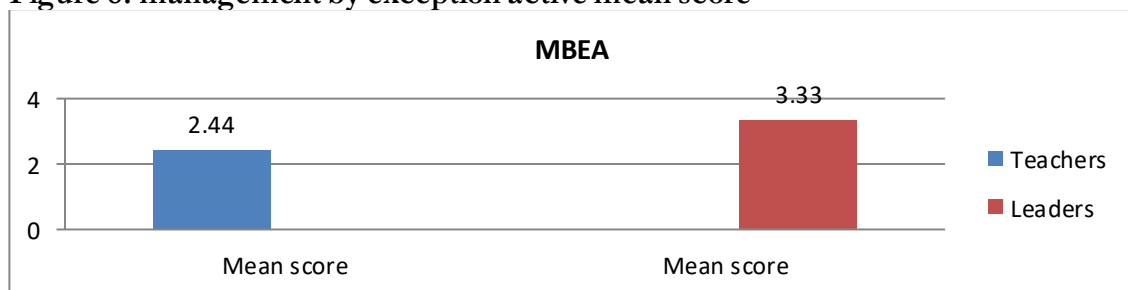
The mean scores and the standard deviations were also calculated in order to measure to what extent school leaders applied the transactional leadership style. The results showed that the transactional leadership style had the second highest mean score according to teachers' and leaders' responses. For instance, this type of style was rated by teachers with mean score of 2.84, and rated by leaders with mean score of 3.34 as highlighted in table (13) below. This type of leader focuses more on the use of rewards, rules and regulations.

Table 13: descriptive statistics for the TS style and its two factors³

Factors	Teachers		Leaders	
	M	STD	M	STD
Transactional	2.84	.59242	3.34	.67501
CR	3.23	.66786	3.36	.49365
MBEA	2.44	.81897	3.33	.85637

However, in terms of the descriptive statistics for the transactional leadership styles subscales, the MBEA had a mean score of 2.44 as rated by teachers and 3.33 as rated by leaders. It is evident that leaders tended to rate themselves higher in the MBEA compared to how teachers rated their leaders, as shown in figure (8) below.

Figure 8: management by exception active mean score



³ Notes: CR = Contingent Reward; MBEA = Management by Exception Active. M =mean score; STD= standard deviations

4.4.3 The passive leadership style descriptive analysis

Finally, the mean scores and the standard deviations were calculated in order to measure to what extent school leaders applied the passive leadership style. The results showed that the passive leadership style had the lowest mean score among these leadership styles. For instance, this type of style was rated by teachers with a mean score of 1.54, and 1.74 as rated by leaders. Table (14) below highlights the descriptive statistics for the passive leadership style and its two factors.

In terms of its subscales the MBEP had a mean score of 1.81 as rated by teachers and 1.76 as rated by leaders. For the LF it had a mean score of 1.28 as rated by teachers and 1.72 as rated by leaders. Table (14) below highlights the descriptive statistics for those two factors.

Table 14: descriptive statistics for the passive leadership style and its two factors⁴

Factors	Teachers		Leaders	
	M	STD.	M	STD.
Passive	1.54	.90420	1.74	.87849
MBEP	1.81	.97461	1.76	.95415
LF	1.28	1.00043	1.72	.94336

However, in order to enhance the result obtained from the mean scores another important step was taken in order to investigate the leadership style used from a different angle. For instance, in the next section the distribution of the score among the 36 statements for leaders and teachers will be explored.

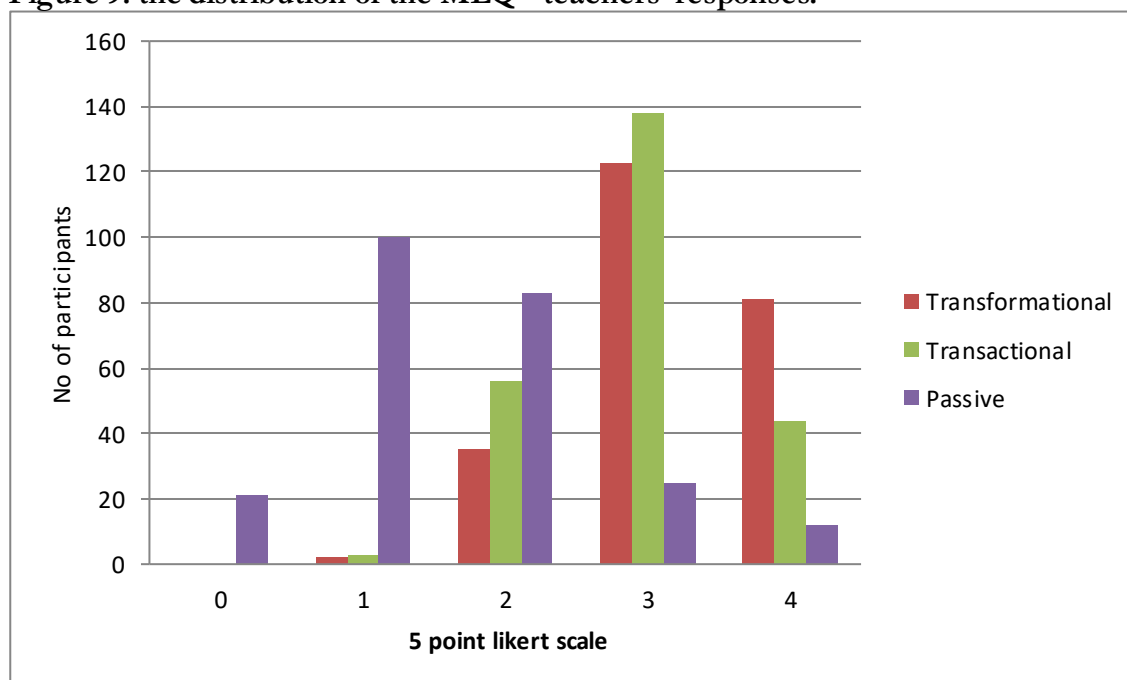
4.4.4 The distribution of the MLQ score.

Another tool that was used in order to determine the application of the full range of leadership style was the distribution of the MLQ score. For instance, the higher the score

⁴ Notices: MBEP = Management by Exception Passive; LF = Laissez-Faire. M =mean score; STD= standard deviations

they have on the MLQ, the more they implemented this leadership style. For instance, 0 means they do not use this leadership style; however, 4 means that they are employing this leadership style to a high degree. Figure (9) below shows the distribution of the MLQ scores according to teachers' responses.

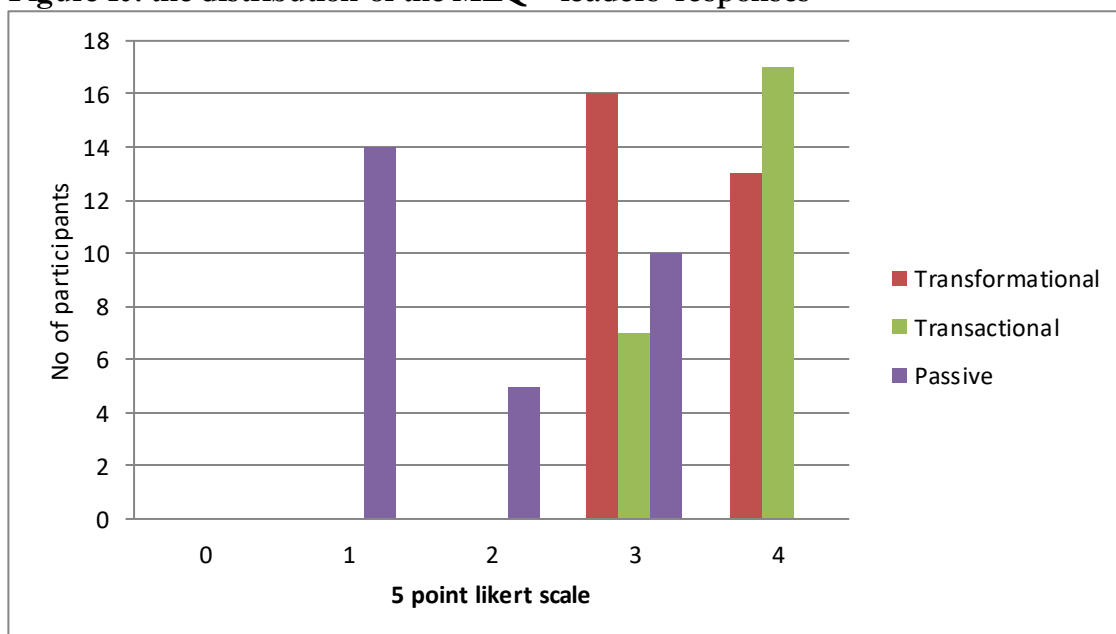
Figure 9: the distribution of the MLQ - teachers' responses.⁵



It is evident that for the transformational leadership style, of the 241 participants who completed the teachers' questionnaire, 123 (51%) chose "fairly often" (equivalent to score number 3), which is considered a high score. For the transactional leadership style, of the 241 participants who completed the teachers' questionnaire, 138 (57.26%) chose "fairly often" (equivalent to score number 3), which is considered a high score. Lastly, for the passive leadership style, 100 (41.49%) chose "once in a while" (equivalent to score number 1), which is considered a low score that is near to 0. However, figure (10) below shows the distribution of the MLQ scores according to leaders' responses.

⁵ Notes: score: 4= frequently, if not always; 3= fairly often; 2= sometimes; 1= once in a while and 0= not at all.

Figure 10: the distribution of the MLQ – leaders’ responses⁶



In terms of leader’s responses, figure (10) above shows the distribution of the MLQ scores. It is evident that for the transformational leadership style, of the 29 participants who completed the leaders’ questionnaire, 16 leaders (55.17%) chose “fairly often” (equivalent to score number 3), which is considered a high score. For the transactional leadership style, 17 leaders (58.62%) chose “fairly often” (equivalent to score number 3), which is considered a high score. Lastly, for the passive leadership style, 14 leaders (48.27%) chose “once in a while”, which is equivalent to score number 1, which is considered a low score as it is near to 0.

4.5 Descriptive analysis of leadership styles outcomes

In addition, the MLQ instrument measured three types of leadership outcomes: teachers making extra effort (EE), leader effectiveness (EFF) and teacher satisfaction (SAT). For the extra effort outcome, teachers rated their leaders in terms of how they make them more motivated, with a mean score of 3.27; for the effectiveness outcome, teachers rated their leaders on how effective they are in working with them, with a mean score of 3.35; for the satisfaction outcome, teachers rated their leaders on how they make them more satisfied,

⁶ Notes: score: 4= frequently, if not always; 3= fairly often; 2= sometimes; 1= once in a while and 0= not at all.

with a mean score of 3.40. Table (15) below highlights the descriptive statistics for the outcomes of the leadership styles.

Table 15: descriptive statistics for the three leadership styles outcomes⁷

Teachers		
Outcomes	M	STD.
EE	3.27	.808
EEF	3.35	.773
SAT	3.40	.788

4.6 MLQ inferential statistical analysis (correlation)

This section explores the relationships between the three leadership styles and the outcomes. Three leadership styles were identified as independent variables, while the leadership styles outcomes were identified as dependent variables. Before exploring if there is a relationship between the dependent and the independent variables, a normality test was conducted for each outcome. The results showed that according to teachers' responses, the data was not normally distributed; for instance, the sig, for the dependents variables were less than 0.05 as shown in table (16) below. The second test examined if there was a linear relationship between the tested variables; for instance, the dependent and the independent variables. The result showed that there was a monotonic relationship between the variables. Furthermore, the data were ordinal; as a result, the data failed to meet the assumptions of normality and linearity, and therefore a nonparametric test (Spearman rank correlation) was used (Corder and Foreman, 2014).

Cohen et al. (2007) stated that the Spearman rank order correlation is the commonly used test that measure association between two variables, especially for ordinal data. This Spearman rank correlation ranges from -1 which means there is a strong negative correlation,

⁷ Notices: EE = Extra Effort; EEF =Effectiveness; SAT= Satisfaction; M =mean score; STD= standard deviations

0 which means there is no correlation between the variables tested, and +1 which means there is a strong positive correlation. The Spearman rank correlation test ranges from weak to moderate and strong (Robson, 2011). Each leadership style (transformational, transactional and passive) will be examined separately with the three outcomes.

Table 16: normality test for the dependent variables⁸

Factors	KS	
	statistic	Sig
EE	.190	.000
EEF	.212	.000
SAT	.275	.000

4.6.1 Transformational leadership style correlation

With regard to the second research question, which investigated the relationship between the transformational leadership styles and teachers' extra efforts, satisfaction, and leader's effectiveness, this question was addressed through teachers' responses only. For this question one null hypothesis was formulated.

Null hypothesis: There is no positive relationship between transformational leadership style and teachers putting in extra effort, satisfaction and leadership effectiveness.

For the transformational leader and its subscales, the Spearman rank correlation coefficients showed that there was a positive correlation between the transformational leadership style and its five factors and the three outcomes. From the responses the results show a positive correlation for the transformational leadership style and its five factors with the three outcomes as shown in table (17) below. This means that the more leaders practised transformational leadership styles there was a higher probability of teachers doing more work

⁸ Notices: EE = Extra Effort; EEF =Effectiveness; SAT= Satisfaction. KS= Kolmogorov-Smirnov^a

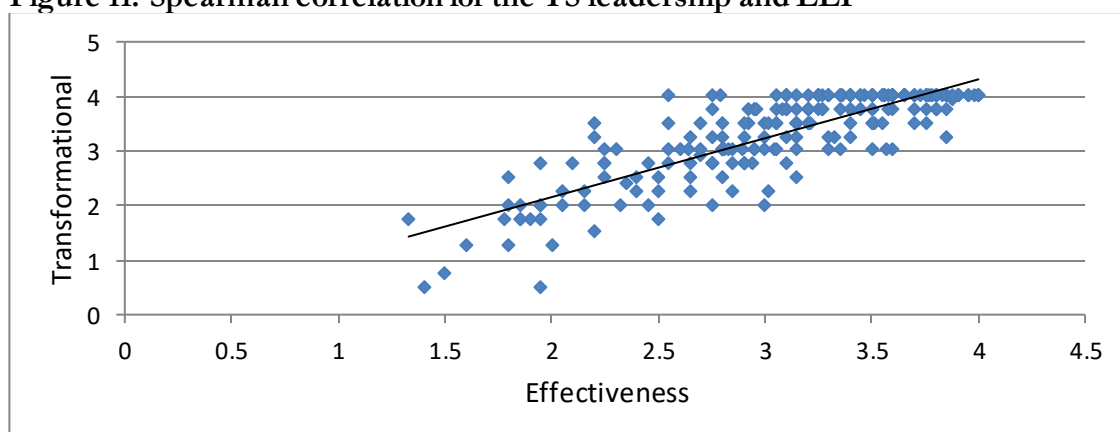
and being more satisfied with their job; this approach also enables leaders to be more effective.

Table 17: Spearman correlation for the TF and its factors⁹

Factors	Outcomes		
	EE	EEF	SAT
Transformational	.619	.680	.589
IIA	.635	.707	.644
IIB	.531	.573	.523
IM	.713	.795	.647
IS	.664	.747	.650
IC	.556	.578	.483

It is evident that there was a very strong positive correlation for the effectiveness of the leaders when they used transformational behaviours ($r=.68$), as shown in figure (11) below.

Figure 11: Spearman correlation for the TS leadership and EEF



In terms of the transformational leadership's five factors, a very strong positive correlation can be seen between the effectiveness of leaders and leaders showing inspirational motivation

⁹ Notes: IIA= Idealized Influence attributed; IIB = Idealized Influence behaviour; IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individualized Consideration.

behaviours (such as having clear vision and knowing the path they are trying to follow, where $r=79$), as shown in table (17) above. Also, the same subscale has a strong positive correlation with teachers making an extra effort. For instance, when leaders enabled teachers to understand their school's vision, they were more likely to do more than what was expected from them; this subscale had ($r=71$) as shown in table (17) above.

The (IM) subscale did affect teachers' satisfaction with what the intellectual stimulation behaviours did; for instance, challenging teachers and making them take a risk, or solve a problem (IS) had a strong positive correlation with teachers' job satisfaction ($r=65$).

As a result, the first stated null hypothesis was rejected and there was a positive correlation between the transformational leadership style, its factors, and the three outcomes (teachers putting in extra effort, satisfaction and leadership effectiveness).

However, an interesting finding was that the transformational leadership style affected all three outcomes positively. In addition, IM had a strong correlation with leader effectiveness and teachers' job satisfaction. In addition, the IS had a strong positive correlation with teachers making an extra effort.

4.6.2 Transactional leadership style correlation

With regard to the third research question, which investigated the relationship between the transactional leadership style and teachers' extra efforts, satisfaction, and leader's effectiveness, this question was addressed through teachers' responses only. For this question a null hypothesis was formulated.

Null hypothesis: There is no positive relationship between transactional leadership style and teachers putting in extra effort, satisfaction and leadership effectiveness.

For the transactional leadership style, the Spearman rank correlation coefficients showed that there was a positive correlation between the transactional leadership style and the three

outcomes, which means that the more leaders practised transactional leadership styles, such as giving rewards for performance and being an active leader who monitors performance, the higher the probability of teachers doing more work and being more satisfied and leaders being more effective. A moderate positive correlation can be seen for the effectiveness of the leaders and transactional behaviour ($r=.493$). Table (18) below shows the transactional leadership style correlation with leader effectiveness. In addition, the two subscales for the transactional leadership style are shown in the same table. It is evident that the transactional leadership style and its two subscales were less effective than the transformational leadership style in terms of the three outcomes. However, CR is the most effective among these behaviours.

Table 18: Spearman correlation for the TS style and its factors¹⁰

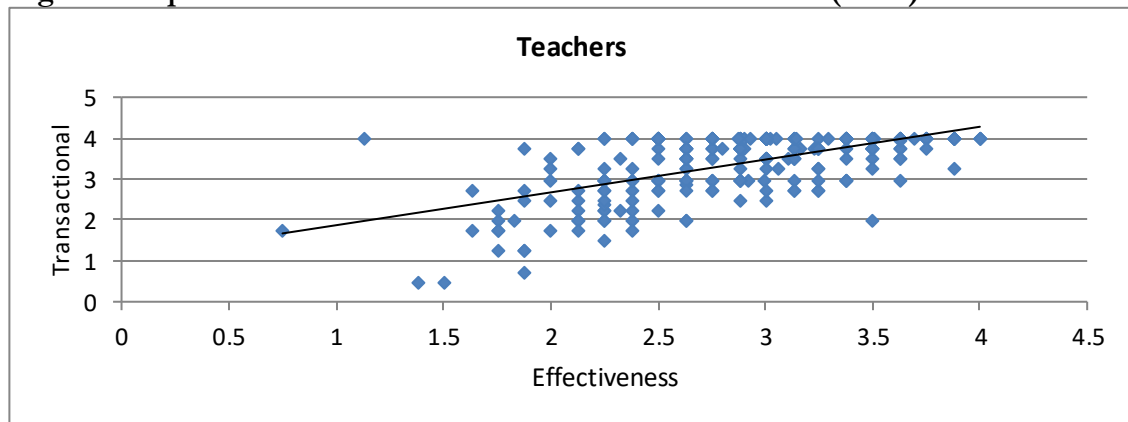
Factors	Outcomes		
	EE	EEF	SAT
Transactional	.401	.493	.424
CR	.549	.746	.624
MBEA	.254	.241	.224

In terms of the two factors that comprised the transactional leadership. The CR had a strong positive correlation with the three outcomes: the leader's effectiveness ($r=.74$), teachers' satisfaction ($r=.62$), and teachers making an extra effort ($r=.54$). CR is a very important aspect, which makes teachers more satisfied with their leaders and leaders being more effective when using the CR factor. However, the MBEA had a weak positive correlation with the three outcomes and was not as strong as the CR factor, which means that leaders could be more

¹⁰ Notes: CR = Contingent Reward; MBEA = Management by Exception Active, EE=Extra Effort, EEF= Effectiveness, SAT= Satisfaction

effective by giving teachers rewards, and not by monitoring their performance so closely, which is a feature of the hierarchical approach.

Figure 12: Spearman correlation for the TS and effectiveness ($r=49$)



As a result, the second stated null hypothesis was rejected and there was a positive correlation between the transactional leadership style, its factors, and the three outcomes; this positive ranged from strong to weak. However, this positive effect is not as strong as the transformational leadership style.

Teachers were found to be more motivated and satisfied with a leader who gave a reward as part of the transactional leadership style as well a leader who had a vision and challenged staff to take a risk. An effective leader combines some attributes from the transformational leadership and some attributes from the transactional leadership style. Accordingly, teachers feel more satisfied and motivated.

4.6.3 Passive leadership style correlation

Finally, with regard to the fourth research question which investigated the relationship between the passive leadership style and teachers' extra efforts, satisfaction, and leader's effectiveness, this question was addressed through teachers' responses only. For this question one null hypothesis was formulated.

Null hypothesis: There is no positive relationship between the passive leadership style and teachers putting in extra effort, satisfaction and leadership effectiveness.

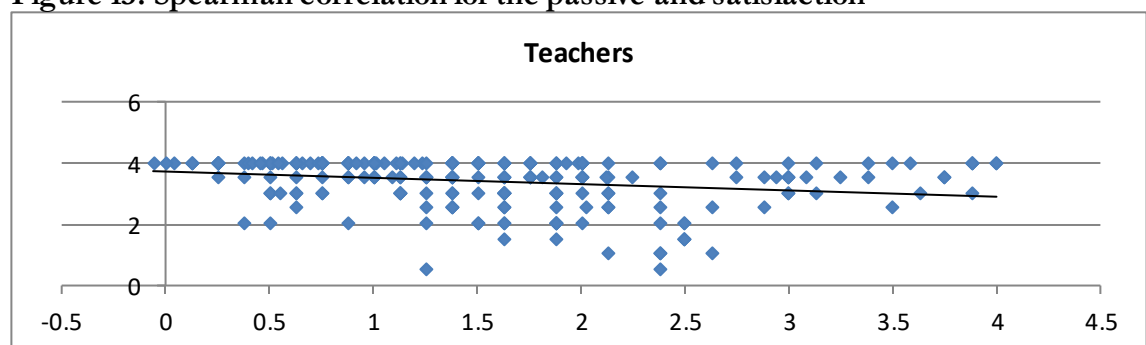
For passive leadership, the Spearman rank correlation coefficients showed that there was a negative correlation between the passive leadership style and the three outcomes, as shown in table (19) below. If a leader avoids engaging and training his teachers, they will work less and the staff will be less satisfied, and leaders will therefore be less effective. The strong negative correlation from responses can be seen for the satisfaction of the teachers if the leader shows passive behaviours ($r=-.29$), as shown in table (19) below.

Table 19: Spearman correlation for the passive and its factors¹¹

Factors	Outcomes		
	EE	EEF	SAT
Passive	-.218	-.287	-.297
MBEP	-.179	-.242	-.190
LF	-.258	-.333	-.404

In terms of the passive style, two factors (the MBEP and LF), there is a strong negative correlation between the satisfaction of teachers if the leaders show LF behaviour ($r=-.40$), Also, the second negative correlation can be seen between the effectiveness of the leaders and leaders showing LF behaviours($r=-.33$) as shown in table (17) above.

Figure 13: Spearman correlation for the passive and satisfaction



¹¹ Note: MBEP = Management by Exception Passive; LF = Laissez-Faire. EE=Extra Effort, EEF= Effectiveness, SAT= Satisfaction

This finding means that the passive leadership style is least appropriate approach that can be used in schools. As a result, the third null hypothesis was accepted.

In order to gain a deeper understanding of the implemented style and their affects the qualitative phase is presented in the next section.

4.7 Qualitative findings

The use of qualitative data aims to understand more deeply which types of leadership style were employed. The quantitative approach was not judged to be sufficient to obtain all the required data in terms of the implemented leadership style. For example, the quantitative data only measured three types of leadership style, whereas the purpose of the qualitative design was to examine other less commonly used styles such as situational or participatory in more depth. Another purpose of the second phase was to identify the important qualities that characterize an effective leader. 15 school principals and 14 teachers from the same schools were interviewed. In addition, this phase of the study addressed also the researcher's open-ended question that was included as a supplement to the MLQ survey.

To analyse the data collected, several stages were employed. In practical terms, the researcher transcribed the data. In addition, the researcher read the Arabic transcripts many times in order to gain an initial understanding of the interviews. Then the researcher used open coding and thematic analysis to analyse the data collected (as explained in the previous chapter under the data analysis procedure chapter) and made notes, created coding and identified evidence for the themes based on the participants' responses; the aim was to answer research question 5: how are different leadership styles perceived amongst secondary school leaders and teachers in Saudi Arabia?

4.7.1 Styles used

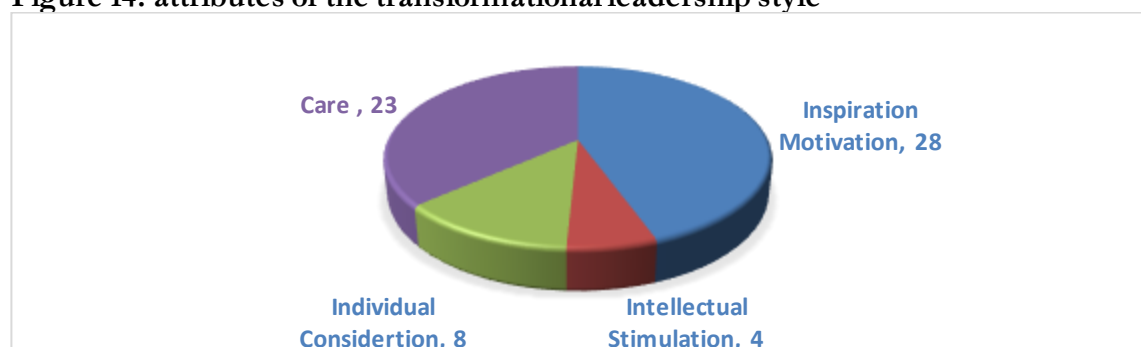
With reference to the fifth research question, which explored the implemented leadership styles, the only method used in the second phase was the interviews. This question consisted

of several sub-questions that enabled the researcher to answer the main research question. These sub-questions are shown in (Appendix, M, N, O and P). In the course of the interviews, different themes and sub-themes were often mentioned by the participants to explain the leadership styles currently used. The participants explained different leadership styles that they had experienced in their schools or had shown awareness of indirectly. These included three styles: transformational, transactional, and situational. In the following sections, the three styles mentioned by the participants will be outlined and will be supported by some of their comments.

4.7.1.1 Transformational leader

This type of leader relies mainly on the ethics, participation and appreciation between the leader and the subordinates. For example, the leader treats subordinates with high ideals such as trust, with co-consideration of their needs in order to reach desired results (Bass, 1995; Bass and Steidlmeier, 1999 and Judge and Piccolo, 2004). According to the interviews, this type of leader was mentioned very often by the participants. The majority of the participants mentioned several attributes which explained their school leader's style. Behaviours associated with the transformational were mentioned 63 times. Participants identified behaviours that corresponded to the four elements of the transformational leadership style (Inspiration motivation IM, intellectual stimulation IS, individual consideration IC and care), though they often used different words. These four behaviours are shown in figure 14 below. These four behaviours will be explained individually in the next four section.

Figure 14: attributes of the transformational leadership style



4.7.1.1.1 Inspiration motivation

The first important aspect of behaviour frequently mentioned by the participants which is considered a feature of the transformational leadership style is being an inspiring leader (having goals, being a visionary leader and involving others). Leaders and teachers stressed the importance of an inspiring leader. For instance, leaders care more for achieving the school's goals and are clear about objectives. One leader talked about the importance of setting goals: "I told teachers that our first goal is raising students' academic ability; I want the students to feel that they are making a difference and making progress." Also, one teacher commented that "the goal in this school is very important; it's set up at the beginning of the academic year". Moreover, another leader highlighted his attitudes in terms of setting the school goals by sharing with others to create the school's goals: "we drew up our plan before the start of the academic year". Another leader outlined that: "we try to improve the students' outcomes and the school environment".

Being a participatory leader was mentioned very often by many of the participants. This type of leader welcomes and accepts the participation of his staff in the organization's decision-making. This type of leader affirms the importance of empowerment and consultation when decision-making takes place. For instance, one leader used the term consultation: "Decision in my school goes through consultation". He explained that the benefit of such involvement is that staff members feel that they are valued by the leader and there is a need to see "the matters from different angles".

Another teacher used an Arabic word *Shura*: "Our work in this school is based on Shura", which means that it is based on consultation. Another leader explained that he used social media (such as WhatsApp) to communicate with teachers and to make decisions. Also, one teacher stated that the school leader tried to reduce the centralisation in his school. Another leader mentioned team work as an approach that he used in his school. Also, one teacher referred the importance of an inclusive approach: "In the most distinguished schools, which

have a high percentage of outstanding students, their leaders tend to employ a more participatory style”. He stated that this approach will certainly enhance creativity and development in the educational process, for both students and teachers. Another leader explained his approach and its benefits: “we prefer to decide collectively with the rest of teachers”. He stated that “even if my decision can be 90% correct and the other decision is 70% correct, I follow their decision, because the point is, will it be enacted or not?” He considered that if it is being imposed, it will not be implemented fully; teachers will apply the decisions that they reached and are convinced about. He also outlined that “We are not in a factory. We are in an educational world, where the situation is different”.

However, one teacher disagreed with what leaders and teachers said as he explained: “sometimes collective decisions are made, and they are monopolized by a number of employees, which sometimes generates a lack of performance in work and irresponsibility. Also, you sometimes find that the leader claims to involve others in school decisions, but in fact that is not the case”. In terms of consultation, another leader disagreed with what leaders and teachers in the previous section said as he observed that “it must be applied in a reasonable way; if it’s fully implemented it will do more harm: if you consult your staff they might select the easy choice and not the best choice. This is a problem”.

Another teacher commented that

Leaders sometimes decide to take the decision individually, claiming that they cannot reach the result after discussing with teachers and perhaps due to time constraints, which makes it imperative for the manager to make a quick decision. Most teachers are busy, so they do not have enough time to participate. Therefore, you find the leader meets a few teachers to make the decision.

Similarly, one leader also disagreed about consultation as he noted, “sometimes I take decisions individually, on special occasions purely for management staff”. Another leader remarked: “there are some administrative decisions that are not participatory; they are based on compulsory official circulars and everyone agrees about it”.

This sample of interviewees’ responses strongly illustrates some of the key features of the inclusive leadership style that these leaders implemented in their schools.

4.7.1.1.2 Intellectual Stimulator leader

Another aspect of behaviour mentioned by some of the participants considered as a characteristic of the transformational leadership style is being an intellectual stimulator leader. Participants stressed the importance of making staff think from a different perspective and question their assumptions. For instance, one leader provided examples of questioning in action: “I organised for groups with the same specialization to visit each other, so each one may open a door for each other; also, a teacher sometimes has an idea that he thinks is right, but when working with others he can recognise he is wrong. This approach might generate innovations”.

Also, the same leader stated that “continuing on a specific path is not worthwhile [...] Teachers need to interact in order to exchange ideas and to be creative”. Another leader highlighted that “the teacher's point of view may be insufficient and surrounding circumstances might be unclear to them”. Another method used by a leader in his school was reviewing what they have been implementing; for instance, one leader stated that “our method is to review everything we implemented in the previous term and see what the negatives and positives are. Through this review we can use the data to modify any negative aspects and continue with the positive”.

This sample of interviewees’ responses provides evidence for some of the key features of leaders as intellectual stimulators (a feature of the transformational leadership style).

4.7.1.1.3 Individualized consideration

Individualized consideration is another aspect of behaviour that was mentioned by some of the participants; it is considered a part of transformational leadership style. One teacher mentioned that:

Our school leader sees that teachers need more training. For instance, if he notices the teacher has some shortcomings, he can arrange course development for teachers, enabling them to improve their skills with other colleagues and especially with teachers who have experience.

Participants stressed the importance of coaching staff and they mentioned some of these experiences in their schools; one leader stated: “One of the most important goals in my school is training; for instance, over the past year, 80% of my employees have taken different courses in several areas.” Another leader pointed out that “we have training courses and we have a specific room for it - I am the one who responsible for this room.” One leader highlighted the importance of training teachers in terms of giving them the necessary expertise; for instance, he stated that “transferring experiences” between the schools’s staff is one of the most important aspects of having training courses.

In summary, this sample of interviewees’ responses shows that there is evidence for some of the key features of individual consideration, which is a characteristic of transformational leadership.

4.7.1.1.4 Care

Leaders and teachers stressed that their relationship with the leader was based on consideration. Leaders should pay more attention to the individual person as the most important aspect of their leadership style. For instance, if leaders do care more for staff circumstances, this makes the school more successful as a family. In this regard, one leader stated that “human relations are the most important characteristic of my leadership style in

this school”. As a result, he explained, “I get what I want from teachers, such as sincerity in their work, their effort, their love of the school”. Another teacher viewed the relationship between the teacher and the manager in his school as a human-based relationship: “our leader sees his relation to teachers as a human relationship, before being a manager and teacher relationship”.

Another leader explicitly stated that: “I always tell teachers that we are one family [...] Human relations are very important and I deal with them in a highly empathic way, such as taking into account the circumstances of others, which is important to win others over”. He explained further by providing an example of his role as a ‘social doctor’: “I remembered the first time I came to this school, I met with my colleagues and told them I am a social doctor, which in turn will lead to the strong effort from teachers”.

One teacher stated that his leader looked after the “well-being of the teachers” and made them happy, which he thought was the main driver that leads to many benefits. One teacher also emphasised the importance of treating teachers well which will lead to significant change:

“In my school, our leader stimulates teachers through responding to their needs and treating them with fairness, by providing an appropriate atmosphere; these factors are essential to enable teachers to improve their performance and to make a lot of effort”.

Moreover, the district education office tries to encourage leaders to focus on a more considerate aspect rather than using critical reporting; for instance, one teacher stated that:

The education district offices try to encourage all school leaders to use methods of enhancement; for instance, they set up what is called ‘the supervisory system’. The aim of this system is to assess schools based on points; one of the points in this assessment involves the leader motivating teachers; for instance, if the leader meets a teacher on a special occasion and gathers his staff outside the school’s time for a meal, he will get points. Such

methods are very helpful. Now our leader has implemented this motivational policy.

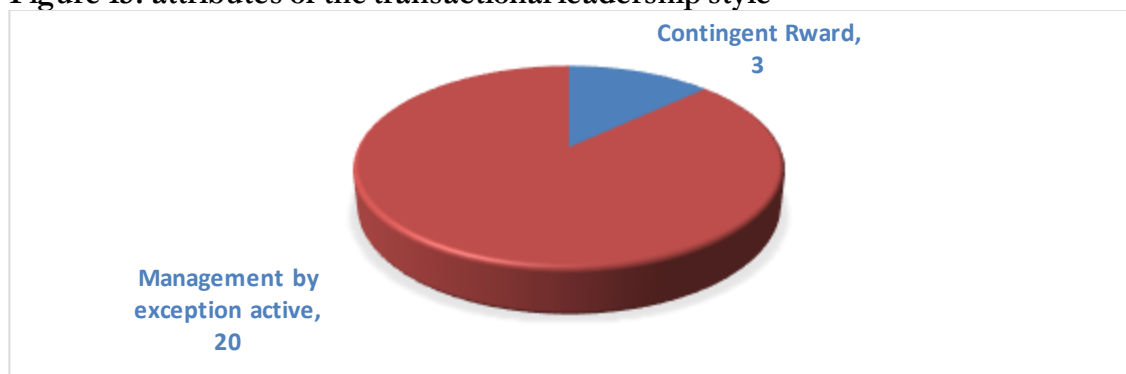
In summary, this sample of interviewee's responses shows the significant role of care. There was considerable evidence for the role of caring, which is a key characteristic of transformational leadership.

The four behaviours (IM, IS, IC and care) were mentioned 63 times by the participants, which is evidence that transformational leadership behaviours were the most frequently mentioned behaviours noted by these leaders.

4.7.1.2 Transactional leader

This type of leader depends mainly on the exchange between the leader and the subordinate. For example, a subordinate will either be rewarded as a result of their extra work, or will be reprimanded as a result of any unsatisfactory performance (Burns, 1978; Bass and Avolio, 1994 and Northouse, 2016). The result demonstrated that this type of leader was mentioned very often by the participants. For instance, the participants mentioned examples of behaviour that are associated with the transactional leadership style 23 times, as seen in figure 15 below. For instance, identifying tasks for staff and providing rewards, monitoring performance and active engagement when needed, were mentioned. Contingent reward

Figure 15: attributes of the transactional leadership style



4.7.1.2.1 Rewards

The application of a rewards system was implemented by some school leaders; for instance, one teacher stated that “all school leaders now use methods of enhancement; for instance, this involves the leader giving a Certificate of Thanks for high performing teachers. Such methods are very helpful. Now our leader has implemented this method”. However, this aspect was used less by leaders and has not been used as much as the MBEA element.

4.7.1.2.2 Management by exception active

Another behaviour that was often mentioned and practised in these schools was the MBEA behaviour, which is considered as one of the characteristics of the transactional leadership style. For instance, one teacher mentioned the use of questioning with low performing teachers: “our school leader uses verbal questioning with a teachers who do not do their duties properly [...] if nothing works with teachers, he might report it”. Another teacher stated that: “Our school leader monitors our tasks and checks if they have been applied or not. Monitoring is necessary for success and it is a routine required by the leader”. Another leader explained that his method with teachers involved monitoring their performance through checking “students’ books and measuring the extent of their progress”; accordingly, he considered that he was using the most appropriate method. He sees that monitoring “is a very important aspect with regard to evaluating and adjusting teachers’ levels of performance”. Similarly, another leader commented that “if I feel that a teacher is not doing well or not acting responsibly, I have to use a method such as monitoring and critical reporting”. One leader highlighted how he checks a teacher’s performance: “I track my teachers’ progress by visiting the classroom and checking teachers’ preparation and their students’ work”.

One leader remarked that “it is necessary sometimes for leaders to be dictatorial with some teachers in special situations”. The Saudi culture might require such a style; for instance, one leader stated that Saudi culture also needs some kind of order-based style: “In the Kingdom

we are a highly administered society; we believe in formal reporting. What I see is that some of our teachers only carry out their duties by questioning and monitoring.” Another leader observed that you must sometimes show teachers a different face or approach, such as a corrective style or reporting. It was reported that such a method is working well in Saudi schools, because some teachers cannot work well without using such a style, as one leader said: “in Saudi; what we write (procedure) is what is going to happen, but verbal dialogue is less successful”.

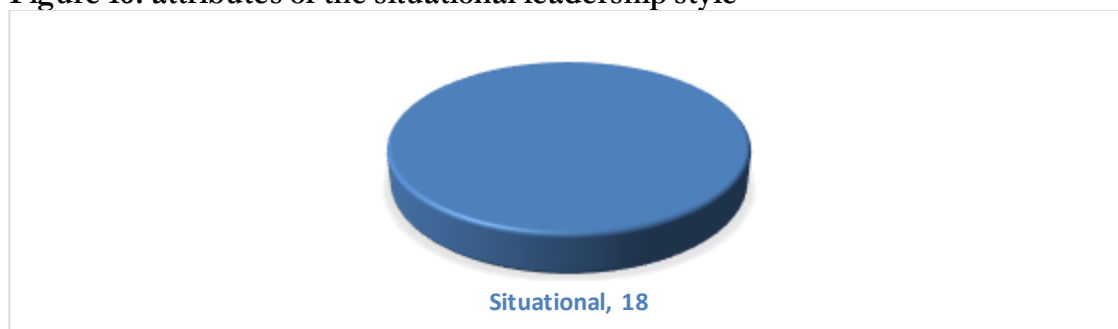
In summary, this selection of interviewees’ responses shows the significant role of transactional leadership. Active leadership and monitoring were clearly highlighted, though less attention was devoted to rewards; some aspects of these observations were related by participants to the traditional nature of Saudi Arabia society.

Some of these previously mentioned elements of the transactional leadership style can be classified as a situational leadership style when the leaders use the correct or the most appropriate style with teachers. However, in the next section, I have only mentioned the behaviours that were explicitly related to the attributes of the situational leadership style.

4.7.1.3 Situational styles

Briefly, this type of leadership style is able to change or adjust his or her style according to the situation that they encounter (Northouse, 2013). This type of leader was mentioned frequently by the participants (18 times) as seen in figure 16 below.

Figure 16: attributes of the situational leadership style



For instance, one leader explained his leadership style by adjusting the required styles; for instance, he monitors teachers' progress and then uses the "appropriate method". One leader responded: "I use a variety of styles according to individual differences; with some teachers [...] you find them very diligent and some others [...] you find them neglectful and lazy, so each one needs a different style". Some teachers may feel that the use of different styles could be unfair, or reveal an element of favouritism. Another leader echoed with this statement: "If I see deliberate low performance my style can be changed, so I would use a corrective style". One participant commented that "it was sometimes necessary for you to be strong and to take different measures according the situation". In this regard, Northouse (2016:99) argued that the situational leadership style is "easy to apply across a variety of settings, including work, school, and family".

One teacher stated that: "our leader uses the appropriate style with the right person. There are individual differences that necessitate the use of a specific leadership style". Another teacher responded: "Our school leaders do not rely too much on a particular pattern. He treats each individual and employee according to their individual differences".

To sum up, different leadership styles were found that have been used by the school leaders. For instance, what has been observed from the majority of participants is that different behaviours that are considered as transformational, transactional and situational leadership styles were applied most often. However, the most interesting finding of this phase was the evidence for the use of the situational leadership style, which was not included in the MLQ.

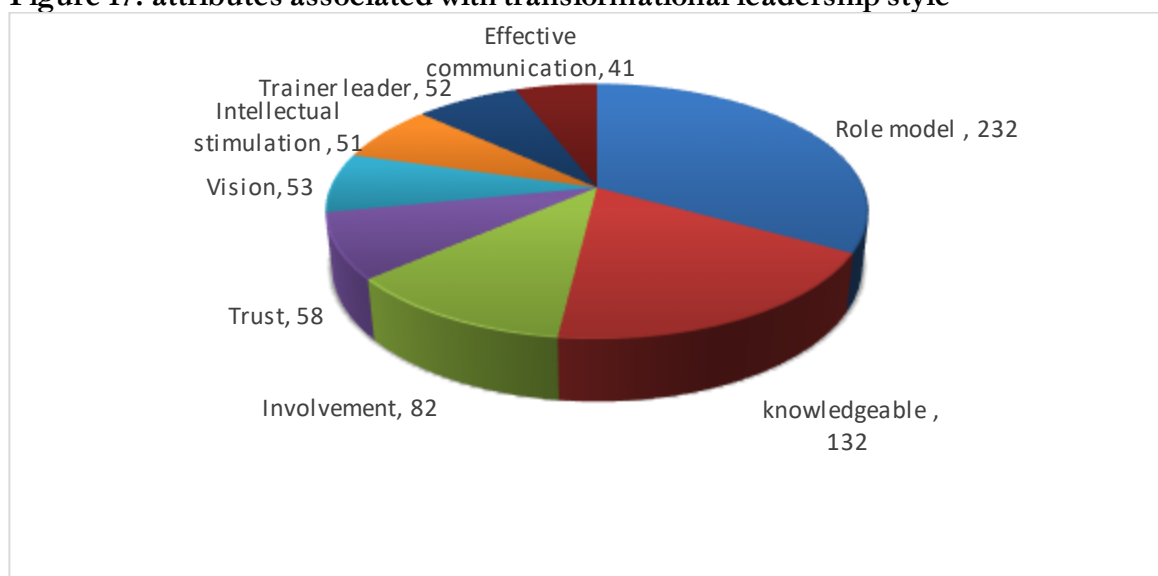
Having explained the fifth research question which explored the applied leadership styles, the next section presents leaders' and teachers' perceptions of the qualities that distinguish effective from ineffective leaders, which is the sixth research question.

4.7.2 Effective leader

To analyse the data collected, the same methods used for research question 5 were employed. The aim was to answer research question 6: What characteristics distinguish an effective leader? This question consisted of different sub-questions (as shown in Appendix M, N, O and P).

With reference to research question six, in order to explore the characteristics of an effective leader, 30 participants were interviewed and 200 participants responded to the open-ended question. Various sub-themes were often mentioned by the participants to explain the characteristics that were considered the most important qualities of a successful leader. The participants mentioned a number of different sub-themes that determine the effective leader from their point of view, such as being a role model, knowledgeable, involving people, showing trust, being a visionary, an intellectual stimulator, a trainer, and using effective communication as seen in figure 17 below. These aspects are all classified as attributes of transformational leadership. In addition, participants mentioned some attributes of the transactional leadership style, such as rewarding, and monitoring performance which will be explained after the transformational attributes. In the next section all these qualities will be discussed separately with support from the participants' responses.

Figure 17: attributes associated with transformational leadership style



4.7.2.1 Transformational leadership attributes

4.7.2.1.1 Role model

The quality of being a role model was the most important characteristic of an effective leader. For instance, this aspect was mentioned by the participants 232 times (leaders and teachers) as the quality that distinguishes an effective leader. Participants used the word *model* and expressed other related words, such as *respect*, *caring*, *being a model*, *being committed*, and *being fair*.

Mutual respect among school staff was considered an important factor that could improve the level of the school. It was reported that the school leader must realize that teachers have needs and he should provide for them as much as possible. For instance, one teacher emphasised the importance of respect between school staff which will create a good outcome: “my advice for a new leader is that if you respect your staff you will be respected by others. Appreciate others’ circumstances: if a person has a specific circumstance, give him what he wants; he will feel obliged to be grateful and you will find in return a good result”.

Also, it is important to be a flexible leader; for instance, teachers’ circumstances should be considered, because they are human beings. Standing with them and being flexible certainly will affect their performance. For instance, one participant stated that “A leader who is a slave to the system will not be effective and successful; flexibility is the main aspect of a successful leader”.

One leader told a story about being a teacher in one school where the principal was rigid, and failed to appreciate his circumstances:

For three years, I worked with leader who was like a table: very strong; and he did not have any flexibility. He was very difficult if you had any special circumstances; he did not consider my needs and situation. This is a problem: managers are supposed to be flexible and understand that teachers are human and have different circumstances.

Another leader stated that “the ideal leaders tell people what to do and do it before them”. One teacher explained that: “effective leaders are those who make you work without forcing you to work; those who make you work and innovate without instructions or guidance, but if you work according to his instructions it’s not an effective leader”. One leader explained that “the most important advice to a leader is that he deals with everyone in a mature style and as a leader you must be a model, because you are an educator”.

In summary, this sample of interviewee responses demonstrate some of the key features of being a role model that distinguish an effective leader.

4.7.2.1.2 Knowledgeable

The second important aspect that participants emphasised as a characteristic of an effective leader is being knowledgeable and having appropriate skills that enable success. This quality was mentioned by the participants 132 times (leaders and teachers) as a quality that distinguished an effective leader. Being well-educated means that the leader has the ability, knowledge and skills necessary in facing difficulties; these are considered an important aspect that distinguishes a successful leader. It is very important to be a prepared leader; for instance, leaders must have extensive training with different leadership skills and knowledge in order to make them more efficient and able to face any crisis. One leader stated that: “the most important characteristics of an effective leader are that one knows how to deal with emergency problems”. Similarly, another teacher commented: “effective leaders are those who have a good experience in management and know how to face crises”. One teacher pointed out that the school environment required school leaders to have “many skills” in different areas. One leader stated that a “leader must be educated enough”. However, one leader admitted that the current situation for some leaders in Saudi schools is poor: “there is a lack of qualified leaders”.

Continuing professional development (CPD) was a very important aspect which was highlighted by some participants; for instance, one teacher observed that “what I see is important is that managers should actively initiate their own reflection and develop themselves; even if he completes a course on leadership, he still needs continuous training”. Another leader stated that “after being a leader, you should continue learning”. One teacher commented that leaders “should learn more about the details of the system that they are implementing, because many of them do not know the system”. Also, another leader commented that leaders need to be initiators to enable them to develop their skills: “for me, I learnt by myself: I am proactive”.

Evidently, for those who were surveyed, being knowledgeable was a key aspect of an effective leader.

4.7.2.1.3 Involvement

The third important aspect mentioned by the participants was involving others. This quality was mentioned by the participants 82 times (leaders and teachers) as a characteristic that distinguishes an effective leader. Participants used various words to express this aspect, such as cooperation and participation.

Participants reported the importance of creating an environment that promotes cooperation. One leader commented: “the community is now open and has arrived at a stage that it does not accept individuals who work on their own”.

Many benefits of implementing an empowering approach were mentioned by the participants; for instance, one explained that through empowerment, experiences can be shared. Another teacher commented that “this approach enabled staff to gain a different perspective.” Similarly, one teacher stated that: “the difference of viewpoints brings you a healthy perspective; always exchanging experiences will enable you as a leader to have a valid point of view”.

One teacher recommended that leaders “should encourage successful and ‘failing’ teachers to be more involved, because if he ignores the failing they will continue on the same path of failure”.

One teacher commented: “we are those who working in the school, and you have to ask the people who work here; a teacher’s involvement is very important which gives them more motivation and enthusiasm”. The same teacher commented on the lack of knowledge about what was going on in schools: “people in the field are not like people who are outside the field”. He argued that you should ask the people who are working in the schools, those who experience the pressure and the daily relationships, not those in the offices.

In summary, involvement was a feature in the study. However, this section combined aspects of consultation and involvement.

4.7.2.1.4 Trust

Trust between leader and teacher was another an important aspect that participants stressed as a characteristic of an effective leader. This quality was mentioned by the participants 58 times (leaders and teachers).

Ensuring that trust is cultivated among employees is a significant characteristic of a successful leader. For instance, one leader saw a trustworthy leader as one who gives teachers a chance to “learn from their mistakes”. One teacher described trust as giving teachers space without strong supervision; he stated that, as a result, such a method will “enhance the teacher to make more effort and increase productivity”. Also, in terms of impact, another teacher stated that “productivity will be higher than expected”.

Most teachers spoke about trust in terms of benefits such as motivation; for instance, one leader asserted that “trust gives staff strong motivation; it facilitates the work and eliminates centralisation”. Similarly, one teacher perceived trust as a tool that can prevent “centralisation”.

Some participants mentioned the benefit of trust in terms of enabling staff to work in the absence of a leader; for instance, one teacher stated that “when trust is present, teachers will work without a leader’s supervision”. Therefore, leaders should build their strength from trust, not from the institutional systems, as one teacher commented: “a leader who draws his strength from the institutional systems is a failed leader”. Another teacher stated that “leaders should not see the leadership position as power alone; this attitude does not work these days”.

Also, leaders highlighted the importance of trust in terms of participation: “the manager cannot participate in the team if they do not have trust; so in order to get staff involved, trust should be displayed”. Participants also commented on the loss of trust which might affect the whole school. For instance, one teacher stated that “when trust is lost, you will live in a disturbing atmosphere and it will be replaced by an approach that is based on rewards and critical reporting”.

However, one teacher disagreed of what leaders and teachers said about trusting the staff as he stated that, unfortunately, with some teachers trust does not work; for instance, “sometimes if a leader trusts teachers, some teachers do not do their duties effectively”. Northouse (2016) argued that managers in the Middle East took more time to build trust with their staff. Therefore, it might not be appropriate to be entirely trusting. In summary, trust was a strong feature in the study.

4.7.2.1.5 Vision

The quality of setting goals was also an important aspect of an effective leader, being mentioned by the participants 53 times (leaders and teachers).

One teacher stated that “goals are very important, but they are missed sometimes”. Importantly, schools should have specific goals. One school leader explained what the school goal is and how goals are discussed with staff: “our only agreed goal between all members of

the school is to raise the level of students educationally and academically. Meetings are held to discuss these goals between the leader and members of the school. Also, meetings are held with teachers on their own, depending on their specialization”. Here the teacher commented on two aspects of the transformational leadership attributes (goals and individual consideration) as the leaders share goals with staff and, at the same time, they look at each individual’s needs in terms of their weaknesses and try to improve them.

Another teacher commented that “in my school there is a clear path”; this observation means that teachers have a clear sense of direction in their work. One teacher argued that “effective leaders are those who draw up a plan for each teacher from the beginning”. He also remarked, “But you can’t come to teachers and tell them to swim without swimming training”.

Some participants commented on the importance of having goals which protect teachers from critical reports; for instance, one leader noted the benefits of setting goals: “in my school, there is no accountability and punishment without specifying goals”. Another teacher discussed the clarity of the goals; for instance, he stated that goals “must be clear to all”. Another leader commented that goals are the tools that lead you to the “result”. One leader also outlined “specific goals such as raising the students’ performance must be known and this is what we are doing in our school”.

The selection of comments clearly indicates that goals were valued by leaders and teachers. Goal setting and vision were considered to be significant aspects of the school.

4.7.2.1.6 Intellectual stimulation

Providing intellectual stimulation and challenging the staff was judged to be an important aspect of an effective leader, which was mentioned by the participants 51 times (leaders and teachers).

For instance, some of the participants commented on the importance of making teachers face a challenge which stimulates them to be more creative; for instance, one teacher stated that: “an effective leader is someone who makes teachers face challenges which I think will create an innovative environment”. Another teacher stated that an effective leader is “a creative leader who encourages you to face problems and try to solve them with others in cooperative ways”.

One teacher noted that “the effective leader stimulates and encourages teachers”. Similarly, another teacher stated that “the effective leader opens the way for teachers to be creative”.

One teacher explained in more detail:

The effective leader establishes a stimulating working environment that makes us more creative and smart; whereas some leaders do not take this into consideration; for instance, they just give you a task and ask you to accomplish this task. This is not an appropriate way of working in today’s school environment.

This observation highlighted the other type of leadership style (the transactional), which is based on rules and a task accomplishment policy.

One teacher stated that “an effective leader is an innovator, someone who finds new methods”. Similarly, one teacher defined an effective leader as someone who believes in development and innovation in the work environment. One teacher stated that an effective leader is a nonconventional thinker. In summary the role of creativity and innovation was stressed by participants when they responded to the qualities associated with intellectual stimulation.

4.7.2.1.7 Being a trainer leader

Teacher training is also one of the important qualities that was often stressed by some of the participants. This quality was mentioned by the participants 52 times (leaders and teachers).

Being a trainer and assessing staff work is an important element for success; for instance, one leader argued that an effective leader “assesses teachers who have shortcomings and clarifies the problems that teachers have in order to improve their level and their performance”. Another leader explained his vision of a leader in these terms: “Now with a new name being given which is called leader suggests that you are like a coach; you hear more than you talk”.

One leader discussed the need to train teachers, identifying “the weakness of preparation for teachers when they are at university. For instance, a teacher works practically for just “one term” in schools before they graduate which is not enough for a teacher”. Also, participants highlighted the reason why teachers need a leader to be a trainer; for instance, one leader argued that:

What a teacher studies at universities before they are appointed is very different from what they are facing in schools; therefore, the teacher needs to gain experience of schools before being appointed, which would involve extending the application of practical work at schools. Also, they need a leader who is able to look at their weakness and improve them through training.

The gap between university training and the reality of school work was a common theme. Training could take place in the school over a period of time: “It is not necessary for someone who graduated from university to “know everything”: they need continuous training”. However, many leaders complained about the lack of time that they have to consider each individual’s needs. For instance, one leader emphasised the importance of being a trainer leader, but he complained about not having enough time to provide for the training needs of his staff:

There is a big problem facing leaders in terms of the training provided for teachers; I am one of them; for example, I do 90% of the work that does not belong to me such as administrative matters, and the practical work that

leaders are supposed to do, such as training a teacher, I only do 10% of it. There is no time to sit with a teacher to discuss educational issues.

This is an important finding that could contribute to a recommendation to provide leaders with more administrative support, so that they have more time to work with their staff. Also, one of the teachers also commented on the two names (leader and manager):

These two names [...] I think they are inappropriate [...] I think the two names leader and manager are wrong: the school leader is supposed to be the named trainer; he is supposed to be the one who trains and provides staff training.

However, other participants disagreed with what leaders and teachers said about providing training for staff. For instance, they argued that if teachers had a good foundation at university that would save a lot of time that they spend on training after they have been appointed as a teacher. For instance, one leader stated that “a good foundation for teachers at university level should be the focus, rather than spending a lot of money training teachers.” Similarly, another teacher commented that there is no need for training if teachers have good school experience:

If a teacher has more than ten years' experiences, he is supposed to be free from supervision, or just once a year. The focus should concentrate on new teachers as they need more training, but those with more than 10 years of experience do not need training.

However, it depends if the teacher is good enough. Finally, it was recognised by the participants that all these above-mentioned attributes contribute to making and creating an atmosphere that fosters creativity, learning and development.

4.7.2.1.8 Effective communication

Having effective communication with a leader is also one of the important qualities of an effective leader, which was mentioned 41 times by the participants. An excellent leader, as described by the participants, is able to communicate with his teachers effectively in various

ways. One leader stated that “compared with the past, I think a leader needs to communicate with staff effectively in order to understand their needs.” Similarly, one teacher stated: “through communication, a leader knows his staff’s needs and circumstances and then he can deal with the situation effectively”.

Communicating with staff should be enacted effectively. For instance, one teacher mentioned that “leaders should not close their door and claim they are communicating; rather, a leader should go around and ask teachers about their needs, notice their weaknesses, and solve these issues appropriately”. In this regard, one of the leaders explained how to have an effective communication strategy, presumably based on the assumption that staff would share their honest opinions:

I always distribute a survey for teachers, asking them about their satisfaction with how a leader deals with them through an internet link. This survey has many aims; for instance, it makes communication with the school leader easy.

Also, participants mentioned the advantages of how school staff communicate with the school leader, which might have a huge positive impact on the school’s performance; for instance, one leader commented: “I read a book on administration about communication between staff. It mentioned that such a method can solve half of the problems and that it raises performance significantly”.

There are other benefits that can be gained from communication, such as improved outcomes. For instance, one teacher stated: “If there is high level of effective communication, there will be greater outcomes; on the other hand, if there is less communication the outcomes will be affected negatively”.

Another teacher mentioned the benefits of communication in terms of making appropriate decisions, which enabled leaders to have a different expertise from other teachers. One teacher commented that “mistakes will be repeated if there is no effective communication”.

Finally, some participants commented on advice for the MOE, based on their extensive experience in schools. One leader concluded:

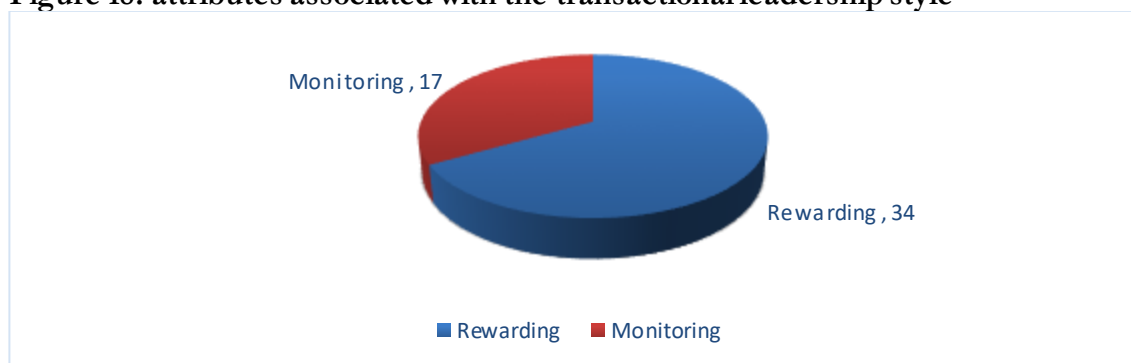
If I want to tell the office of education something about how to make the school more effective, I am going to tell them to focus on the skill of communication for leaders which is lacking in our school leaders today.

In summary, various attributes of the transformational leadership style were mentioned by the participants that were considered by them as a characteristic of an effective leader. However, participants also mentioned some attributes associated with the transactional leadership style, which will be discussed in the next section.

4.7.2.2 Transactional attributes

Participants also mentioned some attributes such as giving rewards and monitoring performance, which are associated with the transactional leadership style as seen in figure (18) below.

Figure 18: attributes associated with the transactional leadership style



4.7.2.2.1 Rewarding

Participants considered that rewarding high performing teachers was an important aspect of effective leadership. The rewards aspect was mentioned by the participants 34 times. For instance, leaders should motivate and promote innovative and effective teachers. For instance, one leader stated: “verbal stimulation” (using positive words) is the most important quality of an effective leader and leads to creativity”. Similarly, one teacher commented on the benefits of giving rewards as a policy; “leaders should reward teachers even with simple

thanks, which costs nothing; it helps teachers to be more motivated, so it encourages them work harder”.

Some participants complained about the lack of a reward strategy; for instance, there is no difference between hard-working and lazy teachers; leaders deal with them in the same way, which has affected their motivation, as one teacher commented, “enhancements and reward are absent from our schools. There is no difference between us in terms of our effort, which I think makes me dissatisfied with my job”. Similarly, one leader observed: “Lack of rewards is the killer of innovation”.

One teacher commented on the failure of the MOE to encourage leaders to offer rewards to hard-working teachers, as it was based on an autocratic system:

In our schools, if you want to punish a teacher you need just one letter and one day; however, if you want to reward teachers you need many letters and many days, so some leaders might not have the ability to offer something valuable.

It is evident that rewards are an important element that need to be considered in order to enhance staff performance.

4.7.2.2.2 Monitoring

Participants said monitoring staff performance makes a leader more effective. This was mentioned 17 times. For instance, leaders should monitor their staff, which is considered a characteristic that distinguishes an effective leader. It is very important for leaders to monitor and check staff progress. For instance, one teacher stated that the leader must “assign tasks to each person according to his abilities and potential; however, these tasks need to be supervised as some teachers might lack the skills required to do their job”.

Some participants also commented on the benefits of the punishment process in cases of deliberate low performance; for instance, one teacher stated that:

Monitoring teachers' performance can improve the quality of education, because from my experiences I have noticed that some leaders do not trust teachers to be left alone, or without close supervision. They should be punished if they do not do their required tasks in a proper way, but not on the first occasion.

Also, one teacher stated that leaders ought to “punish those who have deliberately made mistakes”.

It is evident that monitoring staff performance was thought to be a significant aspect that needs to be considered in order to enhance staff performance.

4.8 Chapter summary

From the descriptive analysis provided by teachers and leaders, it is evident that the leadership style most frequently used in Saudi secondary schools was the transformational leadership style, followed by the transactional leadership style and situational.

In terms of effectiveness, it is evident that teachers were more motivated when leaders used the transformational and transactional behaviours; however, with the passive style teachers were less motivated and less satisfied. The most remarkable result to emerge from the correlation analysis was that the five factors for the transformational leadership style and the two factors for the transactional leadership style positively correlated with the three leadership outcomes. This means that an effective leader combines the qualities of transformational and transactional leadership behaviours. Some aspects of these factors strongly correlated to the three outcomes, especially the effectiveness of leaders. Some aspects of their effects on the three outcomes did not reach a strong point; they were weak to moderate. However, the passive leadership style and its factors negatively correlated with the three leadership outcomes.

During the interview phase, the participants mentioned several behaviours enacted by their school leaders which could be classified as transformational and transactional leadership.

However, an important finding was that the situational leadership style was mentioned by many participants as a style that is often used in the Saudi secondary education system.

Different sub-themes appeared during the interview phase and the open-ended question (the survey); the participants explained various characteristics that are considered the most important qualities of a successful leader: being a role model, being knowledgeable, empowering others, trusting, setting visionary goals, intellectual stimulation, being a trainer participant, being a good communicator, giving rewards and monitoring.

Chapter 5: Discussion

5.1 Introduction

In this chapter, the significance of the findings will be examined and compared with previous related literature. This approach aims to evaluate the effectiveness of a range of leadership theories in the context of the Saudi educational system. It is important to explain that there will be a combined discussion of the first research question (the survey) and the fifth research question (the interview), which were addressing the style of leadership used with quantitative and qualitative questions. However, the remainder of the responses obtained from the survey (RQ2, RQ3 and RQ4) will be discussed separately as they explore correlations. Moreover, RQ6, which was included in the survey (the open-ended question) and the interview will be discussed separately in terms of the characteristics of an effective leader.

5.2. Styles used

In this section there are two research questions (RQ1): What are the leaders' and teachers' perspectives on the leadership style used as measured by the MLQ? How do leaders and teachers respond to the MLQ instrument? (RQ5); how do leaders and teachers describe the leadership style that is used in their schools?

5.2.1 Transformational leadership style survey and interview findings

The findings indicated that the transformational leadership style was the style most often used according to leaders and teachers, with the highest mean score in these schools. Leaders described themselves and teachers described their leaders as those who model the way; they are trusted, respected, share a vision, and enable staff to collaborate to be more creative. The scale of transformational leadership and its five subscales had the highest means score. The transformational leadership style was higher than the transactional. This means that leaders applied the transformational leadership style the most.

In order to support the findings that were obtained from the survey about the use of the transformational leadership style it is evident from the interview findings that school leaders applied the transformational leadership style more than the transactional. The majority of the participants mentioned various behaviours which are associated with the transformational leadership style. For instance, they emphasized the importance of leading their schools by implementing a visionary leadership approach, participation, care for staff needs, and being trainer leader.

Participants mentioned different behaviours classified as features of the transformational leadership style such as being a visionary leader; this approach was one of the styles mentioned by some of the participants. For instance, one leader stated: “I organised a group in the same specialization to visit each other so that they could open doors for each other; also, a teacher sometimes has an idea that he thinks is right, but when working with others he may recognise he is wrong, which might generate innovation”. In addition, another leader mentioned that “team work is my approach when I lead my school”.

Caring for people was also one of the styles used that was mentioned by some of the participants that is classified within the framework of the transformational leadership style. One leader stated: “A human relation is the most important characteristic of my leadership style in this school”. In addition, another teacher considered that the relationship between teachers and the managers must be a human relationship and this is what his leader does. Similarly, one leader explicitly stated that: “I always tell teachers that we are one family ...Human relations are very important and deal with people ethically and respectfully, such as taking into account the circumstances of others, which is important to win others over”.

Finally, some of the participants mentioned some behaviours such as professional training for staff (a feature of transformational leadership style). One teacher mentioned that “our school leader realises that teachers need more training. For instance, if he notices the teacher

has some weakness in their performance, he might arrange courses for them to solve their weaknesses. Also, participants stressed the importance of coaching staff; one leader stated that “one of the most important goals in my school is training; for instance, over the past year, 80% of my employees have taken various courses”. It is evident that the leadership style most used in schools was the transformational leadership style and its five subscales. This result is also similar to other reported findings (such as Bass, 1985; Lowe et al. 1996; Eyal and Roth, 2011; and Ibrahim and Al-taneiji, 2013).

However, Abdulghani (2016) reported different results in her study which was conducted in a private girls’ school in Saudi Arabia as she found that the transactional leadership style was the most used approach among school leaders in her study, with a mean score of (4.22) compared to a mean score of (3.91) for the transformational leadership style. This difference might be attributed to the type of school; for instance, the schools reported by Abdulghani (2016) were private schools. This might be attributed to the context; for instance, the school context might affect the rating of the transactional leadership style as the most practised leadership style. This finding it might be due to the fact that expectations from parents are higher; or also, staff in the private schools are trained and skilled more than those in public schools. In addition, private staff are more concerned about losing their job if their performance is low compared to staff in public schools who have secure job. Pawar and Eastman (1997:101) concluded that “the context influences organizational receptivity to transformational leadership”. Therefore, it is important to consider the different types of organisation: is it private or public?

5.2.2 Transactional leadership style survey and interview findings

The transactional leadership style was the second most used approach. The transactional approach had the second highest mean score for leaders and teachers. For instance, school leaders set tasks and teachers were required to accomplish the assigned tasks and as a result

rewards were provided. At the same time, school leaders monitored teachers' work in order to prevent mistakes. Leaders activated a reward system to encourage staff performance.

It also evident from the interview that school leaders apply the transactional style less than the transformational. For instance, participants mentioned some behaviours which are associated with transactional leadership style. One leader stated that "it is necessary sometimes for leaders to be dictatorial with some teachers in special situations; Saudi culture might require such a style". Another leader stated that "sometimes you have to show to teachers a different face or approach such as a corrective style or reporting". It was reported that such a method is working well in Saudi schools, because some teachers cannot work well without using such a style, as one leader stated, "In Saudi; what we write (procedure) is what is going to happen, but verbal dialogue is less successful". Monitoring teachers' progress is an important aspect which was mentioned by different participants.

Participants also emphasized the importance of leading their schools based on a rewards policy, one teacher stated: "All school leaders now use methods of enhancement; for instance, this involves the leader giving a Certificate of Thanks for high performing teachers. Such methods are very helpful. Now our leader has implemented this method".

The result demonstrated that the transactional leadership style was applied in these schools, however, this type of leadership style was applied to a low degree. This result is consistent with previously reported results (Bass, 1985; Lowe et al, 1996; Bogler, 2001; Eyal and Roth, 2011; and Ibrahim and Al-taneiji, 2013), which showed that the transactional leadership style comes after the transformational leadership style in terms of frequency of use. The present study shows that the transactional leadership style was the second-most commonly used style. This result also is consistent with Northouse (2016:162), who claimed "the exchange dimension of transactional leadership is very common and can be observed at many levels throughout all types of organizations".

However, one subscale of the transactional leadership style in this study, which is management by exception active (MBEA), was rated higher by leaders (3.33) compared to teachers (2.44). This result indicated that leaders in Saudi schools are still practising a hierarchical approach when monitoring teachers' performance. This behaviour might be attributed to the influence of the Saudi culture and context which affected the level of how leaders rated themselves. Johns (2001:32) stated that "context often operates in such a way as to provide constraints on or opportunities for behavior and attitudes in organizational settings". In addition, Johns noted that the "context can serve as a main effect on organizational behavior and/or moderator of relationships" (32). Furthermore, Hallinger and Murphy (1986:343) argued that "leadership is malleable and context dependent rather than fixed".

One possible explanation is that leaders rated themselves higher on the (MBEA) subscale because of the need for improvement in the educational system in Saudi Arabia. It is evident that the school and the national culture have a significant impact on how a leadership style operates. For instance, some researchers have argued that if there is a need for improvement, leaders tend to use a more directive approach. Hallinger (2011:134-135) claimed that "contexts that are characterized by an urgent need for improvement, a lack of demonstrated success, and uncertain confidence may call for a more directive style of leadership". Therefore, the context might affect the operation of the leadership style that is applied. In this study it is evident that leaders were employing both the transformational and the transactional. By looking to the total scale, they are transformational; however, closer examination the subscales shows that they often use the transactional, which could be explained by increasing pressure from the MOE to improve the quality of education.

5.2.3 Situational leadership style interview findings

As the researcher was not able to measure the situational leadership style through the first phase, it has been addressed through the interview phases and the open-ended question. The

result demonstrated that school leaders applied the situational style less than the transformational and transactional styles. It is the third most used leadership style reported by leaders and teachers. Participants mentioned several behaviours associated with the situational leadership style. For instance, the participants emphasized the importance of leading their schools based on the situation they encountered. For instance, one leader responded, “I use a variety of styles according to individual differences; with some teachers [...] you find them hard working, while others are lazy, therefore each one needs a different style and approach”. One leader explained that “if I see deliberate low performance [...] my style might change [...] so I would use a corrective style”. One participant stated that: “sometimes, it is necessary for you to be strong and to take different measures according to the situation”. These participants’ statements link with Hersey et al. (1982:217-219), who explained that a leader can apply four approaches with the situational style. The *telling* approach is for those “people who are both unable and unwilling to perform a specific task, need clear directions and close supervision”. In this approach a leader focuses on a task and gives less attention to relationship. The *selling* approach is for those “who are willing but unable to take responsibility for a specific task or function”. In this approach a leader focuses on a task and on the relationship to a high level. The *participating* approach applies to those who “have the ability to perform the specific task but lack confidence or enthusiasm”. In this approach, leaders focus on the relationship more than the task. The *delegating* approach refers to those “who are both able and willing to perform the specific task”. In this approach leaders focus on the relationship and the task to a low level (Hersey et al., 1982:217-219).

Also, these participants’ statements link with Northouse (2013:93-94), who claimed that “situational leadership suggests that leaders should change the degree to which they are directive or supportive to meet the changing needs of followers”. In addition, the findings of this study demonstrate that the situational leadership style is commonly used in Saudi schools. This finding is supported by Northouse (2016:99), who stated that one of the

positive sides of the situational style approach is “its practicality”. For instance, this type of leadership is “easy to understand, intuitively sensible, and easily applied in a variety of settings” (99). In addition, “the principles suggested by this approach are easy to apply across a variety of settings, including work, school, and family” (Northouse, 2016:99).

In addition, the school leaders in a Saudi school were found to be aware of the effectiveness of using the situational approach. Northouse (2016:99) argued that “effective leaders are those who can change their own style based on the goal requirements and the followers’ needs, even in the middle of a project”. Northouse (2016:93) also stated that “to be an effective leader requires that a person adapt his or her style to the demands of different situations”. Clark and Clark (1996) argued that with those staff who do not have appropriate skills, it is imperative for the manager to support them with training to improve their skills; however, with staff who have good skills, the leader should give them more space to be involved, which means that they should not be treated in the same manner as the less skilled staff.

However, the findings for the passive leadership style were different; for instance, it has the lowest mean score among the three styles mentioned above styles. The passive scale and its two subscales have a mean score that ranged from 1.81 to 1.28.

In summary, there was evidence for the use of the transformational and transactional style in the Saudi secondary schools surveyed in this research. This result shows that, as reported by other researchers, these leadership styles could be found in any organization, but their application varies from organization to organization (Bass, 1985 and Lowe et al., 199). Bass (1997) argued that the full range of leadership theory is a widely used approach that is found throughout different contexts, cultures and settings.

Another important finding of this study is that leaders and teachers in these schools were aware of the effectiveness of combining the transformational and the transactional attributes.

Furthermore, they do not depend on one approach to achieve the schools' goals; rather they used various behaviours for instance, the principals used behaviours classified under the transformational leadership attributes such as respect, trust, having a shared vision, working collaboratively with their staff to challenge and to be more creative. At the same time, leaders in these schools used behaviours which are classified within the framework of the transactional leadership approach, such as rewarding and monitoring their staff progress to prevent mistakes. This means that school leaders are aware of the effectiveness of using the two approaches to improve their schools' performance. This finding corresponds with other research; for leader to be more effective, combined behaviours associated with the transformational and the transactional leadership style should be used (Bass, 1985; Kotter, 1990; Leithwood and Poplin, 1992; Bass, 1999; Nguni et al., 2006; Leithwood and Sun, 2012; Northouse, 2016). Leithwood and Jantzi (2005:178) argued that "transformational behaviors augment the effects of transactional behaviors".

In summary, there were three key findings from the first and fifth questions. First, leaders used the transformational leadership style most, followed by the transactional, the situational and finally the passive. Second, the transformational and transactional (which constituted the full range of leadership style) were found throughout the Saudi education context. Third, the transformational and transactional leadership style were found to be used together within Saudi educational context.

5.3 Correlations findings

This section discusses the correlations between the full range of leadership model and the three outcomes (teachers making an extra effort, teachers' job satisfaction and leader effectiveness). This section will start by discussing the transformational leadership style (RQ2) with the three outcomes, then the transactional (RQ3) with the three outcomes; and finally, the passive style (RQ4) with the three outcomes.

5.3.1 Transformational correlation

RQ2 explored the relationship between the transformational leadership style and teachers making an extra effort, teachers' job satisfaction and leader's effectiveness. The findings from the correlational analysis demonstrated that the transformational leadership style and its five subscales were found to be significantly associated positively with teachers' making an extra effort. The correlation with regard to extra effort was ($r = 0.619$) with ($p < .05$). This type of leader behaves as a model, respects his employees, clarifies the goals that need to be accomplished, urges staff to work collectively and works to identify the weaknesses of individuals. As a result, teachers worked harder and made an extra effort. This result substantiates previous findings in the literature (Seltzer and Bass, 1990; DeGroot et al., 2000; Geijsel et al., 2003; Layton, 2003; Thoonen et al., 2011; and Eyal and Roth, 2011; and Onorato, 2013)

However, other researchers have argued that the transformational leadership style is not appropriate in terms of enhancing students' learning; for instance, Marks and Printy (2003:370) carried out a study to investigate the effect of the transformational and instructional approach, which used hierarchical linear modelling (HLM) to analyse the data. They concluded that "transformational leadership is a necessary but insufficient condition for instructional leadership". In addition, Leithwood and Jantzi (2006:201) conducted a study to examine the effect of the transformational leadership style on teacher outcomes and student learning, where they found that "results indicate significant effects of leadership on teachers' classroom practices but not on student achievement". However, the impact on instruction was not investigated in this study.

With regard to job satisfaction, it is also evident that the transformational leadership style and its five subscales were significantly associated positively with staff job satisfaction. The correlation for teacher's job satisfaction was ($r = 0.589$) with ($p < .05$). Teachers were found to be more satisfied with a leader who treats staff with trust and respect. In addition, teachers

were found to be more satisfied with a leader who behaved as a role model, shared a vision and provided a professional learning, implying that staff were more satisfied when they experienced the transformational leadership style. These results are similar to those reported in others studies (Bogler, 2001; and Layton, 2003; Griffith, 2004; Nguni et al., 2006; Nir and Kranot, 2006; Chin, 2007; Braun et al., 2013; Aydin et al., 2013).

In terms of the effectiveness of the leader, the findings demonstrated that the transformational leadership style and its five subscales were significantly associated positively with a leader's effectiveness. The correlation for leader effectiveness was ($r = 0.680$) with ($p < .05$). For instance, leaders in these schools behaved as role models when dealing with staff by respecting and trusting them, which was an important element that enabled leaders to be more effective. In addition, effective leaders were said to have a shared vision and tried to reform staff weaknesses. These findings are in accordance with those reported by other researchers (Bass, 1985; Bass and Avolio, 1994; Leithwood and Jantzi, 2005 and Ibrahim and Al-taneiji, 2013).

5.3.2 Transactional correlation

RQ3 explored the relationship between the transactional leadership style and teachers making an extra effort, teachers' job satisfaction and a leader's effectiveness. The findings from the correlational analysis demonstrated that with regard to extra effort, the transactional leadership scale and its two subscales were associated positively with teachers making extra effort. The correlation with this element was ($r = 0.401$) with ($p < .05$). Teachers in these schools reported that when a leader used rewards and monitored behaviour teachers enacted more than what was expected from them. This result is similar to the findings of other researchers, such as Seltzer and Bass (1990).

For satisfaction, the findings demonstrated that the transactional leadership style and one of its subscale (contingent reward) were significantly associated positively with staff job

satisfaction. The correlation with this aspect was ($r = 0.424$) with ($p < .05$). For instance, when teachers were rewarded they were found to be more satisfied. This result is also consistent with previous results presented by Bass (1985).

In terms of the leader's effectiveness, the findings indicated that the transactional leadership style and its subscale, CR, were significantly associated positively with a leader's effectiveness. The correlation with leader effectiveness was ($r = 0.493$) with ($p < .05$). For instance, when teachers were rewarded, leaders felt that they were more effective. This result is in line with the findings of (Lowe et al., 1996 and Judge and Piccolo, 2004).

5.3.3 Passive correlation

RQ4 examined the relationship between the passive leadership style and teachers making extra effort, teachers' job satisfaction and a leader's effectiveness. The findings from the correlational analysis demonstrated that the passive leadership style and its two subscales were significantly associated negatively with staff in making an extra effort. The correlation for teachers making an extra effort was ($r = -0.218$) with ($p < .05$). Teachers in these schools perceived that staff who were left without guidance, involvement and training, were affected negatively in terms of their extra effort, this result is similar to findings reported by Lowe et al., (1996) and Judge and Piccolo, (2004).

In terms of satisfaction, the findings showed that the passive leadership style and its two subscales were significantly associated negatively with staff job satisfaction ($r = -0.297$) with ($p < .05$). Leaders who did not intervene with their staff were perceived to be ineffective and accordingly that could affect a teacher's job satisfaction negatively. This result is similar to that reported by Judge and Piccolo, (2004), who concluded that the passive leadership style was negatively associated with staff's job satisfaction.

With regard to the effectiveness of the leader, the findings indicated that the passive leadership style and its two subscales were significantly associated negatively with a leader's

effectiveness ($r = -0.287$) with ($p < .05$). Teachers in these schools considered that if they were left without guidance, involvement and training, it affected leaders negatively in terms of its effectiveness; this result is similar to that reported by (Bass, 1985; Bogler, 2001 and Judge and Piccolo, 2004), who concluded that the passive leadership style was found to be negatively associated with a leader's effectiveness.

In summary, there were two key findings from research questions 2, 3 and 4. First, the transformational leadership style and its five subscales, together with contingent reward (a subscale of the transactional leadership style), were found to be associated positively with teachers' extra effort, teachers' job satisfaction and a leaders' effectiveness. Secondly, the passive and the laissez-faire styles were negatively correlated with the three outcomes.

5.4 Effective leader

With regard to RQ6, teachers and leaders were asked one open-ended question in the first phase (the survey phase), requesting them to describe the qualities that distinguish an effective leader. Furthermore, 14 school principals and 16 teachers were interviewed to investigate this question in more depth. Participants mentioned repeatedly different qualities that distinguish an effective leader. These qualities were classified into two main elements. The first element combined the attributes that are classed under the framework of the transformational leadership style. The second element combined the attributes that are classed within the framework of the transactional leadership style. In the following paragraphs each attribute related to each style will be highlighted and linked to the literature review.

5.4.1 Transformational attributes

Based on the characteristics outlined by Bass and Avolio (1994), the transformational leadership style was evaluated in terms of the usage of 8 defining terms: role model,

knowledgeable, involvement, trust, vision, intellectual stimulation, being a trainer, and effective communication.

5.4.1.1 Role Model

Leithwood et al. (2010:120) stated that “turnaround leaders model desirable practices and values as a means of encouraging their colleagues to reflect on their own practices and become or remain actively engaged in improving them”. Attributes classed as being a role model were the most important element chosen by the participants that they thought distinguished an effective leader. This aspect was mentioned using words such as respect, caring, being a role model, being committed, and being fair. These different words were mentioned 232 times by the participants. For instance, one teacher stated: “I have worked in many schools and have experienced many leaders and different people. From my point of view, the most important aspect for management is being flexible in order to win over your teachers”. Participants commented on flexibility in terms of respecting staff circumstances. For example, one teacher stated: “a successful leader is interested in the work in the first place and does not apply the system strictly; the system is a means to achieve the goal and not the goal”. Another teacher pointed out that “a leader who is a slave to the system will not be effective and successful; flexibility is the main aspect of a successful leader”. These participants’ responses are similar to the findings explored by other researchers such as (Judge and Piccolo, 2004; and Onorato, 2013 and Northouse, 2016), who argued that effective leaders are those who act as a role model and inspire others to imitate him. In addition, these leaders deal with their subordinates in a highly ethical manner; they respect their followers and are respected by their followers; their followers depend on them for many things, and they stand by their followers.

Respecting others was considered an important aspect that distinguishes an effective leader. For instance, one teacher stated that “effective leaders enhance mutual respect and understand teachers’ circumstances and appreciate that”. These comments from my study

find support in the research literature. For instance, Silins and Mulford (2004:463) concluded that “the future for schools is optimistic when both teachers and students can experience environments in which they are [...] treated with respect”. Also, these findings endorse those of Day et al. (2001:43); they investigated school leaders in schools that were judged by the Ofsted as having effective leaders, finding that “these concerned the modelling and promotion of respect (for individuals), fairness and equality, caring for the well being and whole development of students and staff, integrity and honesty”.

5.4.1.2 Knowledgeable

Deal and Peterson (2016) stated that any school is a multi-faceted organisation, so the leader requires many skills to manage the school properly; they are required to understand their school’s unique culture. Furthermore, leaders require training to discuss or evaluate these issues and to know how to deal with them, then to identify and apply best practice in their schools. Having appropriate knowledge as a leader was the second most important attribute that distinguished an effective leader. This aspect was mentioned by the participants as an important aspect 132 times. Currie and Lockett (2007:349) stated that “it seems clear that leaders need to master a large repertoire of skills and utilize those that make most sense in responding to challenges”.

Participants also talked about the complexity of the school environment which needs a leader who is fully skilled. For instance, one teacher stated that “the school environment requires many skills, therefore, it is necessary for leaders to have different skills”. Similarly, another teacher stated that “effective leaders are those who have a full knowledge of the system, know how to deal with people (whether a teacher, a student or parent); they should be familiar with the art of dealing with others; these are the most significant qualities”. Specifically, one teacher stressed the importance of skills needed to face a crisis: “effective leaders are those who have good experience in management and understand how to face crises”. One teacher commented that leaders “should learn more about the details of the

system that they are implementing, because many of them do not know the system”. These findings endorse the work of Waters et al. (2003:1), who argued that “effective leadership means more than simply knowing what to do – it’s knowing when, how and why to do it”. In addition, Middlewood and Abbott (2017) emphasised the importance of being a reflective leader:

There is a need for leaders to be reflective people, with an ability to look at themselves, know themselves and continually re-assess their own behaviours in the light of this developing self-knowledge (Middlewood and Abbott, 2017:186).

Being an assertive leader was considered a very important aspect that distinguishes an effective leader. Teachers appreciated leaders who were firm when they needed to be. For instance, one leader stated, “Do not be a soft wall”. Another teacher stated that “an effective leader has the ability to make decisions based on his powers”. One leader commented that leaders need to be initiators to enable them to develop their skills: “for me I learnt by myself I am proactive”. In this regard, Clark and Clark (1996) argued:

Learning lessons about leadership and having experiences in leading and following seem to help develop a style of leadership and the capability to deal with problems so as to avoid egregious errors (Clark and Clark, 1996:153).

5.4.1.3 Involvement

Clark and Clark (1996) also argued that the leaders cannot decide on their own, because employees have an immense variety of skills that might be more valuable than relying solely on the leader. In addition, they stated that “transformational leaders inspire greater involvement in work and assure more self-fulfilment by increasing the intellectual and emotional involvement of followers” (49). Involving others was the third most important attribute that distinguished an effective leader, being mentioned 82 times. Leaders and teachers emphasised working as a team and collaborating with others as an important aspect that enables leaders to be more effective. The majority considered involvement as an

important characteristic that distinguishes an effective leader. For instance, one leader commented: “the community is now open and has arrived at a stage that it does not accept the individual’s work”. One teacher explained: “We are in the field ... teacher's involvement is very important; people in the field are not like people who are outside the field”.

Many benefits of implementing an empowering approach were mentioned by the participants; for instance, one teacher commented: “Through empowerment experiences can be shared”. Another teacher said, “Through it we can obtain a different perspective”. In addition, one teacher stated that “the difference of viewpoints brings you a healthy perspective; always exchanging experiences will enable you to have as a leader a valid point of view”. One leader emphasised the importance of working together which leads to outstanding outcomes: “In the most distinguished schools, which have a high percentage of outstanding students; their leaders tend to employ a more participatory style”. Demir (2008:94) concluded that there was a positive relationship between the transformational leadership style and “teachers’ self-efficacy, collective efficacy, and collaborative culture”.

5.4.1.4 Trust

Tschannen-Moran and Garey (2017) argued that trust is one of the most important elements that characterises an effective school. Without trust, there will be no cooperation among the members of the organization; however, if trust is present, this will positively affect the cooperation between the staff, which would improve the level of the organization’s performance. Moreover, they stated that where there is trust, staff will take risks and they will be more motivated to work harder. In this study, trust is another important aspect that is classified as an attribute of transformational leadership. Being a trusted leader was the fourth most important aspect that distinguishes an effective leader. This aspect was mentioned by participants 58 times, as an important element for a leader to be effective.

Most teachers spoke about trust in terms of benefits such as motivation; for instance, one leader stated that “trust gives staff strong motivation; it facilitates the work and eliminates centralisation”. Similarly, another teacher identified trust as a tool that can prevent “centralisation”. One teacher also commented that “trust is one of the priorities of the successful leader”. Clearly, trust is an important quality that helps in the process of participation; one leader stated that “the manager cannot participate with other decisions if they do not have trust, so in order to involve staff trust should be presented”. In this regard, Dambe and Moorad (2008) argued that one of the benefits of collective trust is that it can facilitate teamwork and as a result the desired outcomes are more likely to be achieved. Thoonen et al. (2011) explained that trust is an important source for cooperation. Wahlstrom and Louis (2008) argued that for a leader to be more effective they should create a high level of trust between teachers and the manager. The benefit of such a high level of trust is that it makes it easier for teachers to discuss the problems they might encounter during their work. In cases where there is no trust among school staff, teachers will not be able to initiate discussion of their problems in their school with their leader. Similarly, Cranston (2011) concluded that in societies that have a willingness to learn and to get a benefit from other experiences, trust plays a key role with such societies. Without trust there will not be any good progress. Through trust, learners feel safe and take risks and become more creative. Moreover, Leithwood et al. (2010) stated:

Turnaround leaders believe that their teaching colleagues and students are capable of much more than they have been accomplishing and seize every available opportunity to increase their expectations significantly (Leithwood et al., 2010:94).

Evidently researchers agree that trust is an important element for success: it reduces centralisation, allowing for participation and leading to change, which is supported by the participants’ responses in this study. From their recent study, Beverborg et al (2017) found that the transformational leadership style is considered the key element that makes

cooperation and a collective ethos among staff much easier. Furthermore, the transformational approach enabled teachers to use a more reflective approach, which enhanced their performance. Clark and Clark (1996) argued that leaders - through their interaction with their employees and their impact on them - will achieve positive results; so when the leader has confidence in his staff, and has confidence that the workers have the ability to accomplish their work and to face challenges, this will have a significant impact on the results. This observation stressed the importance of leadership defined as an *influence*, which was presented in the literature review chapter.

However, some participants in my study thought that trust was not appropriate for some teachers; for instance, one teacher stated that “unfortunately, with some teachers’ trust does not work well; sometimes if some leader trusts teachers some teachers might do not do their work effectively”. Almalki and Ganong (2018) emphasised that Saudi Arabia is a hierarchical society as they scored it high in power distance, arguing that there is no equality among individuals, and several factors affect this hierarchy, including religious and cultural influences. Therefore, culture needs to be considered when we apply a leadership style such as the transformational which is mainly based on trust. Several researchers have emphasised the influence of culture in terms of a leader’s effectiveness. For instance, Macneil et al. (2009:73) argued that “organizational theorists have long reported that paying attention to culture is the most important action that a leader can perform”. Moriba and Edwards (2015) argued that there is a difference between each culture and as a result a leader’s effectiveness cannot be isolated from the culture. Litz and Scot (2017) concluded that a leadership style:

Does not fit all cultures. Thus, while the concept of transformational leadership allows for a great deal of flexibility, contemporary and contextualised models need to be adapted for Islamic nations (Litz and Scot, 2017:584).

Giving trust to a culture that is more accustomed to leadership operating within a hierarchical order might prevent the application of such an approach. Alghamdi and Abdullgawad (2002:81) argued that “one of the most important problems of the Saudi education system is that it is centralized”. Also, Litz and Scot (2017) explained:

Encouraging teachers to adapt to new and emerging leadership styles will inevitably be difficult; however, by placing emphasis on gradually modifying the organisational culture and context with full participation and transparency, teachers will most likely engage in the process and evolve with the changes expected of them (Litz and Scot, 2017:584).

Therefore, trust might not be appropriate for all staff without monitoring. Therefore, how trust works in Western culture might be different and it might need more time to become established in Saudi Arabia. Therefore, it needs to be applied gradually in order to make the transformational leadership style work effectively in schools.

5.4.1.5 Vision

Marzano et al. (2005:50) stated that “an effective school leader ensures that change efforts are aimed at clear, concrete goals”. Being a visionary leader was the fifth attribute that distinguishes an effective leader. This attribute was mentioned by participants 53 times as an important element for a leader to be effective. Bush and Glover (2003:8) argued that to be a successful leader you have to “articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision”.

One teacher stated that “one of the most important qualities of successful leadership is determining the basic goals for the school and how to reach them”. Similarly, one teacher stated that there was a need for a practical vision: “effective leaders are those who draw up a plan for each teacher from the beginning”.

Participants also explained what the school goal was and how goals were discussed with staff for instance, one leader stated that “our only agreed goal between all members of the school

is to raise the level of students educationally and academically. Meetings are held to discuss these goals between the leader and members of the school. Also, meetings are held with teachers on their own, depending on their specialization”. Another leader commented that “goals are the tools that lead you to the result.” Moreover, participants highlighted the importance of having goals as an aspect of accountability: “in my school, there is no accountability and punishment without specifying goals”. Evidently participants were aware of and understood the significance of having a clear vision in their schools. Many researchers have also emphasised the importance of having a vision. The findings link with the work of other researchers who have argued that vision is an important element that can enhance performance and success (Beare et al., 1989; Lashway, 1997; Hallinger and Heck, 1998; Hallinger and Heck, 2002; Waters et al., 2003; and Currie et al, 2005). Northouse (2016) stated that it is commonly known that in the process of leadership training, there is an emphasis on having future plan. Hallinger and Heck (1998:187) concluded that “the principal's role in shaping the school's direction through vision, mission and goals came through in these studies as a primary avenue of influence”. From their review of the literature, Waters et al. (2003:6) concluded that having a clear vision enable the leader to be more effective, which means that he “fosters shared beliefs”. Currie et al. (2005:278) argued that “the ‘visionary’ dimension to transformational leadership was highlighted by principals, deputy and assistant principals as an essential feature of leadership in schools”. Hallinger and Heck (2002:9) argued that “a central facet of transformational leadership is the notion of vision”.

Participants also stressed not just having a vision, but also the importance of sharing the vision among all staff. One leader in this study outlined that “specific goals, such as raising the students’ performance, must be known [...] this is what we are doing in our school”. Another teacher discussed the clarity of the goals; for instance, he stated that “goals must be clear to all”. Another teacher commented that “in my school there is a clear path; teachers

know where to go”. Another leader stated: “defining the goal in the school and discussing it with colleagues is one of the most important points. For instance, in order to see the result that you want to reach, in the first place, you need to understand the tools that lead you to this goal”. In addition, “effective leaders are those who draw the plan for each teacher from the beginning, but you can’t come to teachers and tell them to swim without swimming training”. A study conducted by Day et al. (2001) that included 12 schools found that the success of school leaders in these schools was clear, because they knew the vision of their school, and they also successfully communicated the vision with their staff. Leithwood and Riehl (2003:2) argued that successful leaders do not force goals “but work with others to create a shared sense of purpose and direction”. Similarly, Leithwood et al. (2010:90) stated that “while visions can be inspiring, action requires some agreement on the more immediate goals to be accomplished in order to move toward the vision”.

However, other researchers did not perceive setting a school vision as an important aspect. For instance, Marks and Printy (2003:377) argued that the vision does not “focus on teaching and learning”, it only focuses on “builds organizational capacity”. In their case study, Barnett and McCormick (2003) concluded that vision was overestimated by researchers. Furthermore, they argued that *individual consideration* was more important than the vision. Moreover, Barnett and McCormick (2003) stressed the importance of the school context in terms of the leader’s effectiveness:

Principals should recognise the possibility that context may make leadership behaviours more or less effective. An important implication for a practising principal is that she/he must know and understand the contextual constraints placed on a school by the internal and external environment (Barnett and McCormick, 2003:70)

It is important to highlight the significance of the environment that vision operates on. Clark and Clark (1996) emphasised the importance of clarifying the vision for the staff. Moreover, it is necessary to point out that for the vision to be successfully implemented, it required a

non-centralized environment, where everyone was allowed to participate. However, in the case of centralisation, it is difficult for the vision to be fully successful. It is evident that vision depends on a school's context, which influences the effectiveness of a leadership style. For instance, a leader might have a clear vision and clear direction; however, he or she might not have appropriate skills that can help to achieve these goals and vision. This researcher has found that individual consideration is more important than having a vision, especially in the Saudi context.

5.4.1.6 Intellectual Stimulation

This element “refers to the extent to which the school leader ensures that faculty and staff are aware of the most current theories and practices regarding effective schooling and makes discussions of those theories and practices a regular attribute of the school's culture” (Marzano et al., 2005:52). Leithwood et al. (2010:115) stated that “turnaround leaders use a wide array of formal to informal methods for stimulating the development of their colleagues' professional skills and knowledge”. Being a stimulating leader was the sixth aspect that distinguishes an effective leader. It was mentioned by participants 51 times as a feature of an effective leader. Judge and Piccolo (2004) stated that such a leader takes risks and encourages staff to face challenges. However, from my study, the majority of leaders did not consider this attribute as a characteristic that distinguished an effective leader. On the other hand, most teachers preferred this type of leader. The explanation for this could lie with the changes that have started to be observed in the Saudi culture with the new generation of teachers, who have begun to be more open than the older and more traditional leaders, who tend to prefer a more systematic approach in order to achieve goals.

For instance, some of the teachers commented on the importance of provoking teachers to face challenges which could make them more creative: “an effective leader is someone who makes teachers face challenges which I think will create an innovative environment”. Similarly, another teacher stated that: “the effective leader is a creative leader who encourage

you to face a problem and try to solve it with others in a cooperative way”. One teacher stated that “the effective leader stimulates and encourages teachers.” Another teacher mentioned that “the effective leader opens the way for teachers to creativity.” One teacher commented that: “the effective leader establishes a stimulating working environment that makes us more creative and smart; some leaders do not take this into consideration for instance, they just give you a task and ask you to accomplish this task, which is not an appropriate way to operate in today’s school environment”. Similarly, one teacher observed that an effective leader believes in development and innovation in the work environment. One teacher said that the effective leader is a nonconventional thinker. It is evident that teachers prefer leaders who make them face challenges to be more creative. The research supports this aspect; for example, Leithwood et al. (2010:114-115) noted that “when teachers grew more comfortable collaborating with colleagues, consultations among peers became a natural approach to solving problems”.

However, although this behaviour might help staff to be more effective and creative, it can be questioned whether this approach would work in Saudi culture which is more conservative. As explained previously, this approach involves taking a risk, which might be more difficult for some Arabic or more specifically Saudi people. Northouse (2016:431-432) argued that “cultures that have a high tolerance for uncertainty, such as the United States, are more likely to have a thriving entrepreneurial culture, where individuals are willing to take risks and make quick business decisions”. However cultures like those in Middle Eastern countries are different: “taking risks and making daring decisions is not common and they take a long time to decide” (431-432). Therefore, leaders might not encourage teachers to take risks because of their culture. As a result, this approach needs to be implemented cautiously, in order to make it more effective. As discussed in the previous section on vision, culture plays a significant role with such a leadership style. For instance, some cultures might not consider such an approach as a characteristic of an effective leader. In summary, teachers

are more open to try new ideas and approaches, which reflects the point that new teachers need to be appointed as leaders in order to make this approach successful. For instance, leaders might be acting as a barrier to prevent such progress for teachers.

5.4.1.7 Being a trainer

Whitaker (2012:17) observed that “there are really two ways to improve school significantly. Get better teachers or improve the teachers you already have”. Leithwood et al. (2010:113) stated that “turnaround leaders provide many forms of psychological support for their individual teaching colleagues as they pursue the directions established for the school”. Being a trainer leader was the seventh attribute that distinguishes an effective leader. It was mentioned by participants 52 times. Alnahdi (2014:3) argued that when teachers have “proper training, then the educational process moves in the right way”. In addition, Alnahdi stated that “teachers are the backbone of the educational process as a whole; when teachers have a degree of responsibility and proper training, then the educational process moves in the right way” (3).

Participants in this study were acquainted with the importance of providing training. For instance, one leader argued that “an effective leader assesses teachers who have shortcomings and clarifies the problems that teachers have in order to improve their level”. Another leader explained how the leader was perceived: “now, having replaced the title of manager with leader, it suggests that you are more like a coach: you hear more than you talk”. This finding links with Blase and Blasé (1999) and Louis et al., (2010), who argued that to be successful, a leader ought to consider staff needs in terms of their training. From their study, Bryk et al. (1999:772) concluded that “positive teacher reports about professional community came from a wide cross-section of schools”. Bryk et al. (2010) in their longitudinal study argued that one of the main factors for success is building a learning community culture. Bryk et al. (2010) found five important elements that enabled school to be more effective: leadership, parents, individual consideration, vision and instructional for staff. Evidence for individual

consideration has also been shown by Robinson et al. (2008) who conducted a meta-analysis that comprised 27 studies from 1978 and 2006. Robinson et al. (2008:636) concluded that “the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes”. Duke (2010:86) argues that “leadership for sustained improvement is all about building school capacity”. In summary, the individual consideration approach is a type of trainer leader who supports each teacher in terms of professional development.

5.4.1.8 Communication

Being a good communicator leader was mentioned by participants 41 times and was the eighth attribute that distinguishes an effective leader. Leithwood et al. (2010:106) stated that “among the specific leadership practices associated with direction setting, promoting effective communication contributed most to the success of turnaround schools”. Communicating with staff was an important aspect that distinguished an effective leader and has been confirmed by some of the participants.

Participants also mentioned some of the benefits that can be gained from communication; for instance, one leader commented: “I read a book in administration about communication between staff. It mentioned that such a method can solve half of the problems and raises performance significantly”. Another teacher stated that “through communication a leader knows his staff’s needs and circumstances” and then he can deal with it. Communicating with staff should be enacted effectively; for instance, one teacher observed that a good leader “knows how to effectively communicate with his staff”. Another teacher pointed out “if there is high level of effective communication there will be greater outcomes; on the other hand, if there is less communication the outcomes will be affected negatively.” Another teacher mentioned the benefits of communication in terms of decision-making because through it leaders can develop a different expertise from other teachers. One teacher commented that “mistakes” will be repeated if there is no effective communication. One

teacher stated that: “through communication a leader knows his staff needs and circumstances and then he can deal with a situation”. Similarly, one teacher noted that “a good leader knows how to effectively communicate with his staff”. This finding corresponds to Marzano et al. (2005:46) who explained that a successful leader “establishes strong lines of communication with and between teachers and students”. They concluded that this aspect “is a critical feature of any endeavour in which people work in close proximity for common purpose”.

5.4.2 Transactional attributes

The transactional leadership style was evaluated in terms of the usage of two defining words (rewarding and monitoring), based on the characteristics outlined by Bass and Avolio (1994).

5.4.2.1 Rewards

Rewarding staff, mentioned by participants 34 times, was the ninth most important attribute that distinguishes an effective leader; participants stressed the importance of enhancing staff performance by rewarding them. In addition, leaders should motivate teachers who are industrious and creative. For instance, one leader explained that “verbal stimulation (using positive words) is the most important quality of an effective leader and leads to creativity”. Similarly, one teacher commented “leaders should reward teachers even with simple thanks; it does not cost anything, and it resolves the shortcomings of teachers and encourages teachers to work harder”. Deal and Peterson (2016:102) stated that “small details of school life” are a very important aspect; various types of behaviour help to create a positive school environment, for instance, “gestures, jokes, and glances that signal sympathy and understanding, kind words and interest shown in hallways and outside classroom doors, birthday treats and other little ceremonies, overt praise, recognition, and gratitude”. Some of these informal qualities of leadership could be more significant cumulatively than the more formal systems of rewards based on appraisal, perhaps more personal than professional, though they clearly overlap.

One teacher commented on the lack of a rewards policy: “enhancements and rewards are absent from our schools.” Another teacher said that “if you want to “punish” teachers in our schools you need just one letter and one day; however, if you want to reward teachers you need many letters and days.” Another leader observed: “I think that a lack of rewards is the killer of innovation”.

5.4.2.2 Monitoring

Hattie (1992:9) concluded that “the most powerful single modification that enhances achievement is feedback.” Being an active leader and monitoring staff performance was the tenth and last aspect that distinguishes an effective leader. This attribute was mentioned by participants 17 times as an important element for a leader to be effective. Northouse (2016:171) stated that an active leader is someone who “watches followers closely for mistakes or rule violations and then takes corrective action”.

Participants in this study were knowledgeable about the importance of monitoring staff performance as an important factor. For instance, one teacher stated that “evaluating teachers’ work by the school principal is a very important aspect to understand their shortcomings and to address them”. Another leader said that “the successful leader does not only give orders, but also assesses and monitors teachers’ performance”.

It was considered an important element for leaders to monitor and check staff progress in order to make sure their progress was good. For instance, one teacher stated that a leader should “assign tasks to each person according to his abilities and potentials”. Another leader explained that “our method is to review everything we implemented in the previous term and examine the negatives and positives. Through this review we can use the data to modify any negative aspects and continue with the positive aspect”.

5.5 Chapter summary

In brief, this chapter discussed the leadership styles used. It is evident that the transformational is the most used style, followed by transactional and the situational. In addition, the transformational leadership style appears the most important leadership style for teachers making an extra effort, satisfaction and leader effectiveness. In addition, the transactional leadership style is a necessary style that should be implemented.

Clark and Clark (1996) argued:

Better school performance occurs when principals develop a vision, select staff carefully, resolve conflicts and problems in ways that shape values, communicate values and beliefs in daily routines and behaviors, identify and articulate stories that reveal shared values, and nurture the traditions, ceremonies, rituals, and symbols that communicate and reinforce the school culture the leader is constructing (Clark and Clark, 1996:239).

In addition, the cultural context has an impact on leaders as it:

“Produces distinctive patterns of thinking, feeling, and reacting that vary from group to group. The leader must take into account the expectations of followers and the culture that produces the expectations” (Clark and Clark, 1996:264).

Also, ten key findings emerge from the frequency of key words used in response to the six interview questions. First, participants mentioned different behaviours that are classified under the transformational and transactional leadership style. Participants emphasised being a role model through behaviour (232 times). Second, leaders need to be knowledgeable and should be experienced (132 times). Third, it was considered important to involve people (82 times). Also significant was the role of trust (58), vision (53), intellectual stimulation (51), and individual consideration (52). A fifth finding was that training was more important than

vision. Sixth, it was found that teachers preferred intellectual stimulation; leaders did not, which reflects a significant change in the new generation towards being more open to new ways of solving problems. Teachers evidently prefer the use of rewards, as the findings showed that transactional contingent reward was mentioned 34 times. The eighth key observation is that teachers and leaders prefer to combine the two leadership styles in order to be more effective. This finding is similar to others who found that effective leaders combine the transformational and transactional approaches (Bass, 1985; Seltzer and Bass, 1990; Kotter, 1990; Bass, 1999; Leithwood and Poplin, 1992; Nguni et al., 2006; Leithwood and Sun, 2012; Northouse, 2016). The ninth key finding applies to leaders and teachers; both groups applied the transformational more than the transactional. Finally, the findings from the second phase confirm the findings from the first phase.

Chapter 6: Conclusion

In this chapter a summary of the thesis will be provided. The main findings obtained from this study will be highlighted in terms of the research questions. After that, the contribution (the significance) of the study will be explained. Subsequently, the study's limitations will be discussed. The recommendations based on the results will be outlined. The final part of this research provides an opportunity for the researcher to reflect on what has been learned during the research process.

6.1 Summary of the study

The first phase (the survey) aimed to explore leaders' and teachers' perceptions of the leadership styles implemented in Saudi Arabian secondary schools for boys; and to determine the relationship between three leadership styles (transformational, transactional and passive) and three outcomes (teachers making an extra effort, teachers' job satisfaction and the leader's effectiveness). The second phase (the interview) aimed to explore in more detail and more depth the characteristics that distinguish an effective leader. Following Bass and Avolio (1994), the full range leadership theory (FRLT) was used as the conceptual framework for this study. There are some examples of other instruments that can measure the leadership style and their effect such as (Leadership Behaviour Description Questionnaire (LBDQ) by Stogdill, (1974) and Leadership Practices Inventory (LPI) by Kouzes and Posner (2002). However, the researcher has selected the MLQ for several reasons; first, this instrument measures various types of leadership style that range from the transformational to the passive. Second, this instrument uses phrases that can be easily understood by the participants. Third, this instrument has been provided by the publisher in different languages including Arabic, which makes it more effective and reliable. Fourth, it has been used widely in different organisations and settings (including education) in different countries. Furthermore, it has been used in the Saudi context in a health setting (Alshammari, 2014). In addition, it has been used in some Arabic contexts such as Jordan and the UAE.

Accordingly, it is worthwhile to consider its applicability within the Saudi educational context.

A pragmatic paradigm was implemented as the wider framework to explore the results. In order to fulfil the aims of the study an exploratory sequential mixed methods approach was used as a research design. A survey and interviews were employed to collect the data. To analyse the data collected three techniques were used: descriptive and correlational for the first phase; and thematic analysis for the second phase. Significantly, the findings from the second phase confirmed and complemented the findings from the first phase. The results of this study can be divided into three aspects.

First, the results for the implemented leadership styles demonstrated that the most used leadership style was the transformational, followed by the transactional, then the situational, and lastly, the passive. This result was obtained from the two phases (the survey and the interview), which aimed to respond to research questions 1 and 5. For instance, in the survey phase the participants rated their leaders high in all the transformational leadership subscales. These subscales ranged from the ethical leaders who use features of trust, respect, vision, challenges and training. These different behaviours were supported also from the interview phase, as participants were asked different questions in order to explore the implemented leadership style. In some of these questions in the interview phase the participants were asked to describe the culture of their schools, how leaders deal with them in terms of communication, and how the schools goals are achieved. In addition, the transactional leadership style was rated second, which was also supported by the findings from the interview phase. For instance, the researcher asked participants different questions in order to explore the transactional. For instance, how leaders deal with the low or high performance in staff. Moreover, the situational approach was explored in the interview phase as the participants were asked to explain how leaders deal with an emergency in terms of enhancing staff performance.

Second, the results for the correlation showed that the transformational (with its five subscales) and the transactional leadership style (with its two subscale) were positively correlated with teachers making an extra effort, with teachers' job satisfaction and with a leader's effectiveness. On the other hand, the passive leadership style was negatively correlated with teachers making an extra effort, with teachers' job satisfaction and with a leader's effectiveness. This aspect examined responses to research questions 2, 3 and 4.

Third, in terms of being an effective leader, the results derived from the open-ended question and the interviews proved that school principals and teachers have reported several qualities associated with being an effective school leader. These behaviours were classified under two leadership styles: transformational and transactional. These behaviours varied; some of them were more important than others. For instance, the most important qualities are idealized influence (attributed) and (behavior) (IIA and IIB) such as, being a role model, knowledgeable, involving others, being trusted and being visionary leader, which are features of the transformational leadership style. The less important behaviours were associated with the transactional leadership style, such as rewarding and monitoring. This does not mean that the transactional leadership style is not important; rather, it plays a significant role within the Saudi educational context, in terms of enabling school to be effective. This means that leaders and teachers were aware of the significance of combining different leadership styles in order to be more effective.

The quantitative results cannot be generalised to the whole population as the sample was too small and only included male teachers in Burydah, which is a conservative town, compared to Riyadh or other major Saudi cities. Similarly, the qualitative results cannot be generalised to the whole country as each city has a different culture that distinguishes it from others. For instance, Burydah is a more conservative city.

6.2 Contribution of the study

This study has two strengths: the context (the leadership field) and the methodological approach. In terms of the context (the field of leadership), this study has presented new evidence that came from a different culture and context. In addition, an original contribution of this study has been to offer a deeper understanding of the implementation of this new model (FRLT). Historically, most of research that has investigated the influence of the transformational leadership style on school outcomes is Western or non-Arab-based studies (Layton, 2003; Nguni et al., 2006; Nir and Kranot, 2006; Thoonen et al., 2011; Eyal and Roth, 2011; Onorato, 2013; and Menon, 2014). Increasingly, more recent work has investigated the Western leadership model from the perspective of another culture. It cannot be assumed that cultural values are universal, or that they can be applied with the same effectiveness when they are transplanted to another culture, or when they are imposed on another nation. Having reviewed some key works on leadership, Hallinger and Heck (1998) highlighted that there was no agreement about behaviour in an organisation that fits all cultures and all contexts. Accordingly, there is still a need for closer investigation of leadership in Islamic countries, and from a Saudi Arabian angle specifically. New evidence needs to be obtained from a wider diversity of cultures and contexts that employs different values and beliefs about the characteristics and the effectiveness of a leader; for instance, what works in one context might work differently in another context. In this regard, Clark and Clark (1996:24) argued that “the study of leadership includes the leaders, the followers, and the context within which acts of leadership occur”. Therefore, the influence of context is an important aspect that a leader needs to consider (Macneil et al., 2009; and Moriba and Edwards, 2015). More specifically, with regard to the transformational leadership style, Litz and Scot (2017) argued that the differences between Western and Middle East contexts, culture and perceptions need to be considered to determine which aspects of an effective leader should be applied.

Another important point that needs to be highlighted here is that the educational system in Saudi Arabia is a centralised system that is controlled by the MOE (Marghalani, 2018). It is worthwhile to investigate this new model (the full range of leadership theory) in this specific culture as it encourages or resists transformation. This study was carried out in a society that operates a centralised education system. Litz and Scot (2017:569-571) argued that transactional leadership styles tend to be dominant where there is “strong centralised control structures.” However, they pointed out that with less centralisation the use of a transformational style increases. Therefore, it is pivotal to investigate this new approach in a society that has been reported as having a centralised education system with a traditional culture, as outlined in detail in the introduction chapter. Nonetheless, Saudi culture is also in transition, with greater openness to innovation and reform, and with more access to international research.

Another original contribution of this research that is related to the field of leadership is the exploration of the situational leadership style that has been found in this study. There is no published research that has explored this approach within the Saudi educational context. In this study the situational leadership style was found within the Saudi context. Northouse (2016:100) argued that “only a few research studies have been conducted to justify the assumptions and propositions set forth by the approach. Although many doctoral dissertations address dimensions” of this approach; however, “most of these research studies have not been published” (100).

Secondly, in terms of the methodological contribution of this study, it notable that it has applied a mixed method approach which has not been previously used with this specific topic in a Saudi educational context. For instance, participants were surprised to encounter the use of an interview approach. One participant stated that “I worked as a leader in this schools and others for 15 years; the majority of researchers when they come to schools to conduct their project or research do not ask for interview, they only ask to fill in a survey, which I

think is not a sufficient tool to understand what teachers and leaders experience in a schools setting”. In this regard, Antonakis et al. (2003:285-286) argued that researchers need different methods to move from describing to explaining: “future researchers studying the FRLT extend their methods beyond survey assessment. Indeed, any survey can at best tell what a leader is doing, but it cannot explain why”. Similarly, Antonakis et al. (2003) argued that there was an urgent need to expand our methods of research on leadership in ways other than questionnaires, such as interview, and observation. It is understandable that more time and resources are needed for mixed methods approaches, but the investment is rewarding in terms of the improved validity of the results and the greater depth of the findings, especially in terms of understanding the effectiveness of styles of leadership. Additionally, considerable effort is required in a cross-contextual study. These difficulties help to explain why cross-cultural qualitative research is less frequently employed than quantitative surveys.

6.3 Limitations of the study

Minimizing the study’s limitations is an important aspect that researchers need to consider. Inevitably, this study has some limitations. For instance, this study was limited to one school type: male schools. Generally, men are not allowed to survey female schools as this is considered both a religious and a traditional requirement in Saudi culture. Geel (2016:365) noted that “the relations between men and women in the public domain as gender segregation”. However, different constructions of gender have been recognised in relation to leadership styles and how male leadership is different from female in terms of effectiveness (Bogler, 2001; Eagly et al., 2003; Al-Sharifi and Al-Tannah, 2009). However, these issues are not a feature of this research. Admittedly, men and women experience similar preparation to be a leader or a teacher at Saudi universities, so some of the issues discussed could be relevant to both male and female staff. Although there are some overlaps we cannot, however, generalise this study’s conclusions from male to female schools, because different rules and regulations are applied to men and women. In summary, the researcher is aware that gender

theory has an impact on leadership and within debates about its role and its significance (Bogler, 2001; and Al-Sharifi and Al-Tannah, 2009). Potentially, this is an avenue for new research, especially in the Saudi context.

A second limitation was that the research was restricted to the city of Buriaydah in Saudi Arabia. A larger project with a longer time-scale might have surveyed schools in other cities or compared those located in rural areas. Nonetheless, there is considerable uniformity within the state system in Saudi Arabia because of the centralised control, therefore many different localities have very similar institutional characteristics. A large-scale investigation would only have been possible if a quantitative method only had been employed, but the depth of analysis would have been lost. The less frequently used qualitative method entails a smaller number of participants and has been less commonly used within the Saudi context. On the other hand, the qualitative approach yields a depth of data that repays close analysis. For instance, Borg and Gall (1983:442) stated that interviewing is an influential method that enables the researcher to understand the problem at a deeper level. In addition, interviews enable the researcher to investigate people's experiences and feelings (Denscombe, 2010). Furthermore, interviews enable a researcher to explore what people prefer and do not prefer (Weiss, 1994 and Cohen et al., 2007), enabling the researcher to examine important aspects of leadership styles in terms of attributes. Finally, Gubrium and Holstein (2012:31) argued that "there is a fundamentally romantic impulse undergirding the interview enterprise. If we desire to really know the individual subject, then we must provide a means of hearing his or her authentic voice".

The third limitation of this study is the measuring of cause and effect; for instance, this study tended not to explore the cause and the effects of different leadership styles on teachers' or student's outcomes. Rather, this study aimed to explore the association between different leadership styles and different outcomes variables. This weakness was alleviated by using a

second phase interview to seek what were the effects of different leadership styles on different outcomes.

The fourth limitation is related to the instrument, which only measured three types of leadership style: transformational, transactional and passive. As a result, other styles could not be measured by implementing this instrument. However, this limitation was overcome by employing a second phase of interviews. For instance, through the interview participants were asked to describe other styles that they might have experienced in their schools. Specifically, one of the questions which participants were asked was to describe the culture of their school. Furthermore, participants were asked if their leader used a variety of styles or used specific styles in a different situation. More importantly, the use of the situational leadership style was found during the interview phase.

The fifth limitation is related to the usage of a cross-sectional survey. The cross-sectional survey did not allow for a deeper investigation of the problem, because it was implemented at one time. In order to overcome this limitation the interview was used. The aim of the interview was to gain a clearer and deeper understanding of the problem and to explore the implemented leadership styles and their effects on a teacher's performance.

The sixth limitation is related to the choice of research tool; for instance, observation was not implemented in this study. Clearly, observing how leaders behave with their staff might provide a different perspective. For instance, the most important benefit of observation is directness (Robson, 2011). However, in order to overcome this limitation, the applied interview was deemed appropriate to observe how leaders behave when dealing with their staff. Also, another important element in the Saudi context is the difficulty of applying all data collection tools in one study, as leaders and teachers have not reached a stage of volunteering in work; for instance, staff are not interested to do anything above what they are contracted to do. In summary, there is no interest in more work from staff. Furthermore,

it was difficult to accomplish the interview data collection; for instance, from the distributed surveys, participants were asked to agree to participate in the interview phase; out of 300, however, only 10 teachers showed their interest. Moreover, leaders and teachers were complaining that they had limited time and other work to do. Furthermore, observation might lead to bias and it is a time-consuming approach (Robson, 2011). If the leaders know that their behaviours with teachers is going to be observed, they might pretend to have different attitudes and behaviours in front of the researcher. Leaders and teachers might exhibit behaviours that might not have been used.

6.4 Recommendations

The value of the research is to inform improvement in education policy in Saudi. The various effects of the leadership style on a teacher's performance have been described in this study and reported in the literature chapter. Several recommendations can be proposed based on the results obtained from this study. First, there are recommendations for leaders and teachers; second, for the policy maker; third, for researchers in the field of school leadership.

6.4.1 Leaders and teachers

First, leaders (in Saudi Arabia) should focus on the aspect that teachers prefer, such as aspects related to idealized influence attributed behaviour, such as being a role model, giving more trust, or being a knowledgeable leader, which were emphasised by most teachers and leaders. Gurr (2017) argued that there is a number of practices such as respect, trust, justice, which, if enacted by leaders, will affect staff positively. Gurr (2017) also argued that, with such an environment staff might accept some decisions if they are enacted individually by the school's leader. However, those leaders who prefer the old, traditional style (those who prefer giving orders) might be better able to adapt by attending training courses which explain the benefits of such behaviours. At the same time, the transactional style needs to be in place, as it makes schools more effective, especially with a country such as Saudi Arabia, where education has reported the need for major reforms. A swift transition to complete trust within the

educational community might lead to negative results because a more cautious approach is needed.

Second, leaders need to learn more about different leadership styles and theories, especially the situational, which might work effectively with some training as it is easy to implement, and it can be changed from directive to supportive, or to other approaches that fit the situation. After a period of time, leaders and teachers might be more familiar with the transformational leadership style and its benefits, which might be introduced as a second stage of implementation. However, care needs to be taken with respect to the culture; in this regard, Shapira-Lishchinsky and Litchka (2018:1133) argued that “appropriate ways should be formulated to train school principals to develop leadership abilities appropriate to their specific culture while also taking universal culture aspects into consideration”. In addition, Clark and Clark (1996:223) argued that “individuals are poor judges of their own leadership abilities. Many people have little knowledge of the effects their behaviours have on others”. In addition, they stated that

most persons appointed to important jobs conclude they must be leaders.

They feel no need to learn anything about people and people relationships.

Rising to the top as a personal goal often takes precedence over rising to the top to benefit the organization.

Third, leaders should be encouraged to communicate well with teachers. Different leadership approaches should be used openly to determine the most suitable leadership style that might work most effectively with them. The emphasis is on *openness*, because some leaders do not accept opinions from teachers, which makes the implementation of transformational leadership less effective. One participant (a leader) argued in favour of the importance of employing communication and recommended that “this aspect should be encouraged by the

MOE more and more”; for instance, this leader stated that: “If I want to tell the office of education something I will tell them to focus on the skill of communication for leaders”.

Fourth, leaders should also be encouraged to give teachers more trust to take risks, even though leaders do not like it. This involves being a visionary and intellectual stimulator leader, qualities emphasised by the majority of teachers. These aspects were not stressed by many leaders. This means that each one has a different approach to leadership, which might make the application of transformational leadership less effective. Therefore, leaders and teachers should understand the common preferences for behaviours that can be agreed with leaders and teachers; based on the evidence, they should try to implement these agreed behaviours, before moving on to implement the complete version of the transformational leadership style. In time, this approach could enable the more effective use of transformational and transactional leadership behaviours. Also, the implementation of the transformational leadership style should be employed gradually, because it might be rejected, or it might be less effective as people are less accustomed to implementing most behaviours that are associated with the transformational leadership style. For instance, establishing trust is an important aspect. Murphy (2017) explained that the organisational system used by teachers is the one that is familiar to them, and it is difficult to move them to another unknown system, even if it is clearly defined for them; coming back to the old familiar system is more likely; therefore starting by establishing some important element of transformational leadership behaviour might be an effective way to implement it more effectively.

Fifth, teachers should be trained initially. Abdul Hamid (2012) argued that improving the educational system requires the training of teachers; teachers’ interaction with a student can influence them positively or negatively. Cure (2017) argued that effective leaders are concerned about their staff and their most important concern is improving and developing their staff skills in order to make them more effective and to build their capacity. Therefore, being a leader who trains people is an important element: when teachers feel confident they

will share their problems with their leaders. But the problem now is that teachers have a lack of skills, which is the core element of the transformational leadership style

Sixth, another very important element which was mentioned by participants was activating the idea of a rewards policy for those who are working hard and encouraging others to work by more considerate means and not reporting them. Nowadays, the leader's and teachers' positions do not have any distinctive features; leaders or teachers who are performing well are treated in the same manner as those who are underperforming, in terms of salary and encouragement. Alnahdi (2014:5) has also observed that "certainly, strengthening the economic side should be one of the main and initial steps in changing the perception of teaching; then it is possible to raise the ceiling of the standards and requirements for this job". Consequently, the seventh key recommendation is that there should be more features and difference based on effort and achievement. This recommendation is one that would be endorsed by Alnahdi (2014:3), who argued that "the motivation and rewarding of outstanding teachers are necessary to enhance competition among teachers and to make them put forth their maximum abilities and efforts". Admittedly, there are significant cost implications; also, it has been argued that performance related pay annoys teachers who are not rewarded, so the overall effect could be negative.

6.4.2 Policy makers

The first recommendation is for policy makers. The acceptance criteria for students at university level should be increased to a higher standard. This is a bold recommendation which would have significant implications. For instance, students should acquire personal skills and be more motivated to be an effective leader by attending several courses that are specially designed for leaders. Some staff choose teaching as a job, because it can secure their future without any motivation or interest to work as a teacher. Alnahdi (2014:3) argued that

Some people choose to be teachers because it gives them lifetime job security, since there is no danger of losing a government job. This job security leads to the entry of people who are not interested in education or do not believe in the importance of the subject they are teaching.

However, last year the MOE set a rule that reduced the acceptance of students at universities by 50%, to improve standards. Good resources are provided for leaders, but there is no motivation for them to change, since leaders are not required to implement what they have learned.

Another important element that is related to universities is that, despite offering many intensive courses by the universities and other institutions enabling a student to become a teacher, there are no opportunities for more practical work. For instance, before teachers graduate the twelve days allocated for them are not enough to gain practical experience in the classroom to develop the necessary skills. In addition, it is appropriate to train young people about leadership through courses as they might become more interested in aiming for a leadership position. Clark and Clark (1996:222) argued that “persuading young people of the attractiveness of leadership activities is not hard. Those educational institutions that have begun programs in leadership education have found high interest among students”.

In the longer term, policy makers should seek to change the perception that the education profession is a job only for those people who do not have a real career. For instance, there is a perception amongst many people in Saudi Arabia that being a teacher has no value. There is contempt for the teaching profession, which has been built up over a long period of time as the media representations mean that school staff are less respected. This perception must be gradually transformed; for instance, Alnahdi (2014:5) has argued that “the perception toward teaching as a profession needs to be enhanced to encourage people with high competencies to consider it as one of their future choices”.

Another important recommendation is eliminating the power of centralisation. The MOE still has a significant impact on schools in terms of freedom and autonomy. Leaders find it difficult to implement changes with staff that they think will work well in their schools. Algarni and Male (2014:48) argued:

The highly structured, centralised system in KSA thus leaves less opportunity for school autonomy and impacts on creativity and competitiveness among schools. This may encourage centralisation within schools, since all decisions are expected to be made by the head teacher rather than distributing responsibilities and encouraging collaboration and creativity.

Therefore, eliminating the process of centralisation and encouraging participation and involvement from the MOE is a very important aspect. However, the notion of *articulation* in this stage is very important; for instance, Bass (1999:16) explained that

for an organizational culture to become more transformational, top management must articulate the changes that are required. The message may be of a vision which needs to be shared about the style of leadership the organization wants to emphasize.

In addition, Bass (1999:17) has argued that “the necessary changes in structure, processes, and practices are made and are widely communicated throughout the organization”.

Another recommendation is that the MOE should run training programmes for those who are presently working in the field. Training should be provided for leaders and teachers to create more of a balance between what is provided by the universities and training from other sources. Bealer and Bhanugopan (2014) argued:

Despite the evident interest, observation of management in the Middle East makes it clear that many organisations do not place sufficient emphasis on the value of leadership, and many managers have no specific idea how to get the best out of their workforce through effective leader behaviour (Bealer and Bhanugopan, 2014:297).

Nowadays, some older leaders are still using more traditional styles (the top-down approach), but new evidence obtained from this study might help them to adopt new approaches; whereas some of the younger leaders and teachers are more motivated and could be more confident if more evidence was available to them. Therefore, younger people should be encouraged by the MOE to try a leadership position in order to make the application of the transformational leadership style more effective. As argued by some participants in this study, leaders can be a barrier to the implementation of the transformational leadership style as a result of their background and culture, especially the older leaders. However, implementation of the transformational leadership should be gradual as people are not accustomed to use some of the behaviours that constitute the transformational leadership style. Clark and Clark (1996:62) argued:

The newly appointed leader must be ready to sell the program and gain trust. Plans must be carefully laid, for there are always persons in a group who resist change. They like things the way they are and see change as a threat to their own security or status. Some distrust change because their hopes have been dashed by prior changes. Some see a hidden plot behind every change.

In addition, Alnahdi (2014) warned about being too hasty with reforms:

Saudi officials should always remember that the process of educational reform is a complex, difficult, and very slow process and that the chance of seeing tangible results quickly after applying reforms and changes is minimal (Alnahdi, 2014:4)

In terms of the formation of policy, this study provides a significant investigation for government. The study has revealed the challenges that might be encountered by using this new approach. Policy makers in education need to have a better understanding of the opportunities of this new model. Several scholars and researchers emphasised the importance of selecting and applying the most appropriate approach. For instance, Bossert

et al. (1982:38) stated that “no single style of management seems appropriate for all schools”.

Moreover, Hallinger (2003) argued:

It is virtually meaningless to study principal leadership without reference to school context. The context of the school is a source of constraints, resources, and opportunities that the principal must understand and address in order to lead. Contextual variables of interest to principals include the student background, community type, organisational structure, school culture, teacher experience and competence, fiscal resources, school size, and bureaucratic and labour organisation (Hallinger, 2003:346).

Therefore, from this research the MOE has an opportunity to be more aware of what prevents a new leadership approach from being implemented and why many leaders prefer a more traditional leadership style. Accordingly, they could give more emphasis to the most appropriate approach for leaders in order to make them more effective. Accordingly, this study has provided an original contribution to the understanding of various strengths and weaknesses of Western theories in a Saudi context. These observations would undoubtedly be shared by many doctoral students who balance reform with pragmatism, perhaps impatiently seeking transformation within a traditional culture.

6.5 Further research

Finally, there is a recommendation for the research community; for instance, more research needs to be carried out in Middle Eastern countries which might need to adapt a leadership style that is different or slightly different from other cultures. Effective researchers are those who are able to contribute to the fields that they are studying and suggest other future related topics that can be conducted as a result of their study's findings. Therefore, arising from this study there are various opportunities for future research.

First, in terms of the types of the school, this study was conducted in secondary state schools. Another study could be undertaken by researchers that investigates the same purposes and aims of this study in private or in state-run primary, or in private secondary schools, which

could be compared with the findings obtained from this study. Dimmock (2012) observed that despite the immense focus on leadership by researchers, the leadership theories did not develop well; they produced a lot of complex theories, but few of these theories have been tested empirically in different environments and contexts to understand their effectiveness in these various contexts.

In terms of the participants, this study was conducted only with male schools, so further research could be undertaken with female secondary schools to investigate a comparative perspective on gender and different leadership styles and their effects. The benefit of such research would be to determine whether (or to what degree) gender makes a difference in terms of the application of different leadership styles and their effects. Bass (1999:17) argued that “new, better controlled, studies are needed. The majority of the organizations studied have been dominated by males”; in addition, Bass (1999:17) argued that “we need to examine what happens when women are in a majority”. As women become more empowered, this is becoming a more urgent topic, especially in the Saudi context.

In terms of the methodology, this study applied a mixed method approach using surveys and interviews. However, further research could be conducted with an observational strategy, which would enable the researcher to investigate different approaches to leadership styles and their influence on teachers’ performance, through direct observation of the leader’s behaviours and through investigation of teachers’ experiences.

Another very important future potential research project emerged from this study, which originates from the result that was related to situational leadership style; for instance, in this study the situational leadership style was found to be evident within the Saudi context. Northouse (2016:100) argued that “only a few research studies have been conducted to justify the assumptions and propositions set forth by the approach. Although many doctoral dissertations address dimensions” of this approach; however, “most of these research studies

have not been published”. Another study could be undertaken to investigate this type of leadership style, as it has not been explored in the Saudi school context in any depth and could be investigated further to understand how this leadership style works within Saudi schools.

Finally, future research could be conducted to examine how leaders move (change) their behaviours from transactional to transformational (the process). Bass (1999:24) argued that “finally, much more explanation is needed about the workings of transformational leadership and how followers are moved from compliance, to identification, and to internalization of values and beliefs”.

6.6 Critical reflections

The idea of researching and conducting a study involves not only providing a contribution for the chosen area, but also about being critical and being open to learning. Researchers learn by researching and employing a range of skills. Reflection is an important stage that helps a researcher to become aware of their skills. Boud et al. (1985) stated that one of the most important activities that could be used is the idea of reflection, through which people could identify the strengths and weaknesses and evaluate their progress. In this research, several stages of development over four years of study have been experienced. For instance, after this period of study, the researcher should be more familiar with conducting research and more aware of what is required to be a professional researcher. The researcher is more likely to be aware of the strengths and weaknesses of the academic work and should be able to offer critical observations. My journey could be divided into different aspects. First, aspects related to the research, such as obstacles encountered during the four years of doctoral study. The second aspect is related to skills acquired and the intellectual development of the researcher.

Inevitably, I encountered obstacles in my research in some areas. For instance, having adopted a very open topic and having few skills, subsequently the research process involved moving toward a far narrower and more focused topic, supported by the acquisition and use of higher level professional skills. At the beginning of my study, I was struggling with finding a specialist focus and establishing a feasible research topic. For instance, for five or six months I was playing around with my research questions. After extensive research and a process of feedback provided by my supervisor and other school staff, my study became more focused and more achievable. As a result, my wider understanding of issues around the topic was improved significantly, which helped me at a later stage when writing the thesis. For instance, the project was expanded from distributed leadership at the end of the first year to wider aspects of leadership styles and their impact. At the same time, there was a narrowing of the impact, so that effects on teachers rather than students and wider school performance became the key focus. Creswell (2014) stressed the importance of working on drafting a title for the research, which will help to facilitate the research process and make the study more focused. Also, the design of the research questions in my study became more sharply focused, which in turn was reflected in the structure of the interviews. The enthusiasm of the researcher and his commitment to its significance often clashed in the third year with the reality that this topic might not be considered so important for the participants, or that they might regard it with suspicion.

In terms of aspects that are related to developing the researcher, I started my PhD with limited skills that have now been developed and new ones acquired. For instance, effective use of time was very important for me; learning the value of doing a small amount daily that might not be considered effective. At the end, I found these little steps had been very important and effective. For instance, I tried to read and write several hours per day as well as making notes and dividing the notes into different themes and subthemes. Creswell (2014:85) argued that in order to be effective researcher you should “select a time of day to

work that is best for you, and then discipline yourself to write at this time each day”. I organised myself to read articles and books that were related to the literature chapter for a few days then a few days for the methodology. This approach helped me considerably and I was becoming more aware of different aspects that were related to conducting research. As a result, at the end of writing my complete PhD thesis, it was less difficult for me to organise the ideas and make my study more coherent.

Another important aspect related to my personal research journey was that I kept asking myself many questions, which I could follow up whenever I had a meeting with my supervisor, or with other students who were working with me in the same department which was very helpful. Debates and discussions at postgraduate seminars in education helped me to clarify my own ideas and better understand the work of others. Also, I was stimulated by the opportunity to present my work at conferences. In addition, I enjoyed making a contribution to the organization of an academic conference.

It has become evident that researchers need to be highly motivated in order to maintain a complex research process through several stages over four years. Specific skills such as time management and planning are essential. The researcher must also learn to deal with unforeseen problems, as well as problem solving. In addition, the researcher must be open to new challenges and new ideas.

The researcher’s experience of living in the UK for eight years (with his family) means that he has experienced numerous aspects of West life beyond the academic world. This experience has enabled the researcher to be more objective about Saudi culture.

Many research students find that the whole process of writing up in an academic style is a challenge. For the international student these problems are increased, as ideas need to be formed, expressed, and translated accurately. Also, I have learned how to improve the logical

flow of ideas. Extensive reading of academic articles has supported me in that part of the journey.

Also, it is interesting to mention that I came to the UK in September 2010 and what helped me was that I studied English courses for almost two years at the University of Birmingham. While studying English I was writing and focusing on my work and assignments around the topic of leadership. In addition, I was awarded a Master's degree in leadership which has helped me considerably to understand many theories and approaches of leadership not only on Saudi culture, but also, from Western culture which helped me at first to become more familiar with this topic and use more critical approach.

Finally, as I have had experiences in different contexts and cultures about leadership styles and their effects, my next job is to investigate these leadership styles further in an Arab context in order to encourage and enhance the implementation of the best practices in school settings.

References

- Abbott, I. and Bush, T. (2013) Establishing and maintaining high-performing leadership teams: a primary perspective. *Education*, 41 (6), 586-602.
- Abdul Hamid, H. (2012) *Education system and policy* (1st edition). Egypt: ITRAC publishing company.
- Abdulghani, N. (2016) *A correlational study of principals' leadership styles on teachers' job satisfaction in girls' private elementary schools in Saudi Arabia*, (Doctoral dissertation). Retrieved November 28, 2018 <https://etda.libraries.psu.edu/catalog/28595>.
- Adams, J. and Kirst, M. (1999) New demands and concepts for educational accountability: Striving for results in an era of excellence. In J. Murphy and L. Seashore (Eds.), *Handbook of Research on Educational Administration. A Project of the American Educational Research Association* (2nd edition). (pp. 463-487). San Francisco: Jossey-Bass.
- Al-Anezi, H. (2005) *Transformational leadership among high school principals In Saudi Arabia and its relationship to teachers' performance*. Unpublished Ph.D Thesis. University of Jordan, Amman, Jordan.
- Albadi, N., Harkins, J. and O'Toole, J. (2018) Recent Reforms in Saudi Secondary Science Education: Teacher and Student Perceptions of Grade 10 Physics. *International Journal of Science and Mathematics Education*. <https://doi.org/10.1007/s10763-018-9881-3>.
- Al-Dagim, A. (2008) *The effectiveness of a training program based on informatics and communication technology to develop the administrative competencies of educational leaders in the Ministry Education in the United Arab Emirates*. Unpublished Ph.D. Dissertation, Amman Arab University for Graduate Studies, Amman, Jordan.
- Aldarweesh, N. (2003) *Leadership behavior of elementary school principals as perceived by principals and teachers in the Al Hasa region, Saudi Arabia*. Unpublished doctoral dissertation, University of Pittsburgh.
- Alenazi, F. Muenjohn, N. and McMurray, A. (2017) Transformational Leaders in Saudi Arabia. In Muenjohn, F. and McMurray, A. *The Palgrave Handbook of Leadership in Transforming Asia* (pp. 559-585). London: Palgrave Macmillan.
- Algarni, F. and Male, T. (2014) Leadership in Saudi Arabian public schools: Time for devolution. *International Studies in Educational Administration*, 42 (3), 19-33.

- Al-Ghamdi, S. (2001) *Transformational leadership at Saudi universities: The extent of its practice and its characteristics by the academic leaders*. Unpublished PhD Dissertation, Umm Al-Qura University, Makkah.
- Alghamdi, H. and Abdullgawad, N. (2002) *The evolution of the education system in Saudi Arabia*. Saudi Arabia, Riyadh: Education Office for the Arab Gulf.
- Alghamdi, A. and Higgins, S. (2015) Investigating how teachers in primary schools in Saudi Arabia were trained to use interactive whiteboards and what their training needs were. *International Journal of Technical Research and Applications*, Special Issue 30, 1-10.
- Alharbi, Q. and Almahdi, Y. (2012) *Education System in Saudi Arabia: Reality and Hope*. Riyadh: Al - Rashed Library.
- Alhazmi, F. (2012) A review of teacher job Satisfaction: an Annotated Bibliography. *International Journal of Management and Marketing Academy*, 1 (2), 100-105.
- Al-Issa, A (2009) *Education Reform in Saudi Arabia: Between the absence of political vision and the fear of religious culture and the inability of educational administration*. Riyadh: Dar Al – Saki.
- Aljasoly, A. and Aldakhil, M. (2000) *Research methods in education and social sciences. Foundation, procedures, application and statistical analysis*. Riyadh, Al Khereiiji.
- Almalki, S. and Ganong, L. (2018) Family Life Education in Saudi Arabia. In Robila, M. and Taylor, A *Global Perspectives on Family Life Education* (pp. 381-396). New York, NY: Springer.
- Alnahdi, G. (2014) Educational change in Saudi Arabia. *Journal of International Education Research*, 10 (1), 1-6.
- Alsaeedi, F. and Male, T. (2013) Transformational leadership and globalisation: attitudes of school principals in Kuwait. *Educational Management Administration and Leadership*, 41 (5), 640-657.
- Alshammari, F. (2014). *Nursing Leadership in the Ministry of Health Hospitals of Saudi Arabia*. RMIT University.
- Alsalahi, S. (2018) *Research illuminations, an important posts for postgraduates students and those who interested in research* (2nd edition). Riyadh, Rushd Library.
- Alsamih, A. (2009) *Studies in school administration*. Riyadh, Dar Al-Hamed for Publishing and Distribution.

- Al-Sharifi, A. and Al-Tannah, M. (2009) *The extent practice of transformational leadership model among private high school principals in the United Arab Emirates, teachers point of view*. Jordan: University of the Middle East for Graduate Studies. University of Jordan.
- Altayar, B. (2003). *Problems in teaching. College of Education*. Saudi Arabia: King Saud University,
- Antonakis, J. Avolio, B. and Sivasubramaniam, N. (2003) Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *Leadership Quarterly*, 14, 261–295.
- Avolio, B. (2011) *Full range leadership development*. (2nd edition) Thousand Oaks, CA: Sage.
- Avolio, B. and Bass, B. (2004) *Multifactor leadership questionnaire* (3rd edition). Manual and sample set. Menlo Park, CA: Mind Garden.
- Avolio, B. Waldman, D. and Yammarino, F. (1991) Leading in the 1990s: The four I's of transformational leadership. *Journal of European Industrial Training*, 15(4), 9-16.
- Ayazra, A. (2006) *Leadership and motivation in the educational administration*. Amman, Jordan: Dar Al Hamed for Publishing and Distribution.
- Aydin, A. Sarier, Y. and Uysal, S. (2013) 'The effect of school principals' leadership styles on teachers' organizational commitment and job satisfaction. *Educational Sciences: Theory & Practice*, 13 (2), 806-811.
- Barbutto, J. (2005) Motivation and transactional, charismatic and transformational leadership: A test of antecedents. *Journal of Leadership and Organizational Studies*, 11(4), 26-40.
- Barnett, K. and McCormick, J. (2003) Vision, relationships and teacher motivation: A case study. *Journal of Educational Administration*, 41(1), 55–73.
- Bartlett, J. Kotlik, J. and Higgins, C. (2001) Organizational research: Determining appropriate sample size in survey research. *Information Technology, Learning, and Performance Journal*, 19(1), 43-50.
- Bass, B. (1985) *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, B. (1995) Theory of transformational leadership redux. *The Leadership Quarterly*, 6(4), 463–478.
- Bass, B. (1997) Does the transactional/transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist*, 52 (2), 130–139.
- Bass, B. (1998) *Transformational leadership: Industry, military, and educational impact*. Mahwah, NJ: Erlbaum.

- Bass, B. (1999) Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8 (1), 9–32.
- Bass, B. and Avolio, B. (1995) Multifactor Leadership Questionnaire, .Palo Alto CA. Mind Garden.
- Bass, B. and Avolio, B. (2004) Multifactor Leadership Questionnaire Manual (3rd edition). Menlo Park, CA: Mind Garden, Inc.
- Bass, B. and Avolio, B. (1994) *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage Publications.
- Bass, B. and Avolio, B. (2010). *The Multifactor Leadership Questionnaire*. Palo Alto, CA: Mind Garden.
- Bass, B. and Avolio, B. (1993a) Transformational leadership and organizational culture. *Public Administration Quarterly*, 17(1), 112-121.
- Bass, B. and Avolio, B. (1993b) Transformational leadership: A response to critiques. In M. M. Chemmers and R. Ammons (Eds.), *Leadership and research: Perspectives and direction* (pp. 49-80). CA: Academic Press.
- Bass, B. and Riggio, R. (2006) *Transformational Leadership*, (2nd edition) Mahwah, NJ: Lawrence Erlbaum Publishers.
- Baruch, Y. and Holtom, B. (2008) Survey response rate levels and trends in organizational research. *Human relations*, 61 (8), 1139-1160.
- Bass, M. and Steidlmeier, P. (1999) Ethics, Character and authentic transformational leadership behavior. *The Leadership Quarterly*, 10(2), 181-217.
- Barker, B., (2005) Transforming schools: illusion or reality?. *School Leadership and Management*, 25(2), pp.99-116.
- Barker, B., (2007) The leadership paradox: Can school leaders transform student outcomes?. *School effectiveness and school improvement*, 18(1), pp.21-43.
- Beteh, J. and Heyliger W. (2014) Academic administrator leadership styles and the impact on faculty job satisfaction. *Journal of Leadership Education*, 13 (3), 34–49.
- Bealer, D and Bhanugopan, R (2014) Transactional and transformational leadership behaviour of expatriate and national managers in the UAE: a cross-cultural comparative analysis. *The International Journal of Human Resource Management*, 25(2), 293-316.

- Beare, H. Caldwell, B. and Millikan, R. (1989) *Creating an Excellent School*. London: Routledge.
- Ben Atta, S. (2005) *The extent of Jordanian General Secondary School Principals used of both transformational and transactional style and their relationship to teachers burnout and interpersonal relationships*. Unpublished PhD thesis. Amman Arab University for Graduate Studies, Amman, Jordan.
- Bennis, W. (1959) Leadership theory and administrative behavior: The problem of authority. *Administrative Science Quarterly*, 4, 259–301.
- Bergman, M. (2008) *Advances in mixed methods research*. Thousand Oaks, CA: Sage Publications, Inc.
- Beverborg, A. Sleegers, P. Endedijk, M. and van Veen, K. (2017) Towards sustaining levels of reflective learning: How do transformational leadership, task interdependence, and self-efficacy shape teacher learning in schools?. In Leithwood, K., Sun, J. and Pollock, K. (ed). *How school leaders contribute to student success* (pp.93-129). Cham: Springer.
- Blake, R. Mouton, J. (1964) *The managerial grid: The key to leadership excellence*. Houston: Gulf Publishing Co.
- Blase, J. and Blase J. (1999) Effective instructional leadership through the teachers' eyes. *High School Magazine*, 7 (1), 16-20.
- Bogler, R. (2001) The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37(5), 662–683.
- Borg, W. and Gall, D. (1983) *Educational Research*., New York: Longman.
- Bossert, S. Dwyer, D. Rowan, B., and Lee, G. (1982) The instructional management role of the principal. *Educational Administration Quarterly*, 18(3), 34-64.
- Boud, D., Keogh, R., and Walker, D. (1985) What is reflection in learning? In Boud, D., Keogh, R., and Walker, D. (Eds.), *Reflection: Turning Experience into Learning* (pp. 7–17). London: Kogan Page Ltd.
- Braun, S. Peus, C. Weisweiler, S. and Frey, D. (2013) Transformational leadership, job satisfaction, and team performance: a multilevel mediation model of trust, *The Leadership Quarterly*, 24 (1), 270-283.
- Bryk, A. Camburn, E., and Louis, K. (1999) Professional community in Chicago elementary schools: Facilitating factors and organizational consequences. *Educational Administration Quarterly*, 35, 751–781.

- Bryk, A. Sebring, P. Allensworth, E., Luppescu, S and Easton, J. (2010) *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.
- Bryman, A. (2006) Integrating quantitative and qualitative research: how is it done? *Qualitative Research*, 6(1), 97–113.
- Bryman, A. (1992) *Charisma and leadership in organizations*. London: Sage.
- Burns, J. (1978) *Leadership*. New York, NY: Harper and Row Publishers.
- Burgess, H. Sieminski S. and Arthur, L. (2006) *Achieving your doctorate in education*. London: Sage.
- Burton, E. (2010) Teaching evolution in Muslim states: Iran and Saudi Arabia compared. *Reports of the National Center for Science Education*, 30, 28–32.
- Bush, T. and Glover, D. (2003) *School Leadership: Concepts and Evidence*, retrieved 20 July 2018. <http://dera.ioe.ac.uk/5119/14/dok217-eng>
[School Leadership Concepts and Evidence Redacted.pdf](#).
- Bush, T. and Glover, D (2014) School leadership models: what do we know. *School Leadership and Management*, 34(5), 553-571.
- Bush, T. and Middlewood, D. (2013) *Leading and managing people in education* (3rd edition) London: Sage.
- Cardona, P. (2000) Transcendental leadership. *The Leadership and Organization Development Journal*, 21(4), 201-206.
- Chapman, C. (2003) Building the leadership capacity for school improvement: a case study. In: A. Harris, C. Day, D. M. Hadfield. D. Hopkins, A. Hargreaves and C. Chapman (Eds) *Effective leadership for school improvement* (pp.138-153). London: Routledge Falmer.
- Chin, J. (2007) Meta-analysis of transformational school leadership effects on school outcomes in Taiwan and the USA. *Asia Pacific Education Review*, 8(2), 166 - 177.
- Chowdhury, M. (2014) Interpretivism in aiding our understanding of the contemporary social world. *Open Journal of Philosophy*, 4 (3), 432-438.
- Chandler J. (2018). *Critical leadership theory*: Palgrave Macmillan.
- Clark, K. and Clark, M. (1996) *Choosing to lead*. (2nd edition) Greensboro, North Carolina, Center for Creative Leadership.

- Clark, V. and Creswell, J. (2008) *The mixed methods reader*. Thousand Oaks, CA: Sage Publication Inc.
- Cohen, L., Manion, L. and Morrison, K. (2007) *Research methods in education*. (6th edition). London: Routledge.
- Cohen, L., Manion, L. and Morrison, K. (2018) *Research methods in education*. (8th edition). New York: Routledge.
- Cohen, L. Manion, L. and Morrison, K. (2003) *Research Methods in Education*. London and New York: Routledge, Falmer.
- Collie, R. Shapka, J. and Perry, N. (2012) School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189-1204.
- Corbin J, Strauss A. (2008) *Basics of qualitative research: Techniques and procedures for developing grounded theory*. (3rd edition). Thousand Oaks, CA: Sage Publication Inc.
- Cotton, K. (2003) *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Courington, K. and Zuabi, V. (2011) Calls for reform, Challenges to Saudi Arabia's Education System. *Georgetown Journal of International Affairs*, 12(2), 137-144.
- Corder, G. and Foreman, D. (2014). *Nonparametric statistics for non-statisticians* (2nd edition). Hoboken, N.J.: Wiley.
- Cranston, J. (2011) Relational trust: the glue that binds a professional learning community, *Alberta Journal of Educational Research*, 57 (1), 59-72.
- Creswell, J. (2003) *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd edition). Thousand Oaks, CA: Sage.
- Creswell, J. (2005) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd edition). Upper Saddle River, NJ: Pearson Education.
- Creswell, J. (2009) *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd edition). Thousand Oaks, CA: Sage.
- Creswell, J. (2014) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th edition). London: Sage Publications Ltd.
- Creswell, J. and Plano Clark, V. (2011). *Designing and conducting mixed methods research* (2nd edition.). Thousand Oaks, CA: Sage.

- Creswell, J and Plano Clark V. (2007) *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. Plano Clark, V. Gutmann, M. and Hanson, W. (2003) Advanced mixed methods research designs. In A.Tashakkori and C.Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209–240). Thousand Oaks, CA: Sage.
- Crossman, A. Harris, P. (2006) Job satisfaction of secondary school teachers. *Educational Management Administration and Leadership*, 34, 29-46.
- Cuban, L. (1988) *The Managerial Imperative and the Practice of Leadership in Schools*. Albany, NY, State University of New York Press.
- Cure, D. (2017) A Model of Successful School Leadership from the International Successful School Principalship Project. In Leithwood, K., Sun, J. and Pollock, K. (ed). *How School Leaders Contribute to Student Success* (pp.15-29). Cham: Springer.
- Currie, G. and Lockett, A. (2007) A critique of transformational leadership: Moral, professional and contingent dimensions of leadership within public services organizations. *Human Relations*, 60(2), 341-370.
- Currie, G., Boyett, I., and Suhomlinova, O. (2005) Transformational leadership in the public sector: A panacea for organisational ills? *Public Administration*, 83 (2), 265–296.
- Dambe, M. and Moorad, F. (2008) from power to empowerment: A paradigm shift in leadership. *South African Journal of Higher Education*, 22 (3), 575-587.
- Day, C. (2003) successful leadership in the twenty-first century. In: A. Harris, C. Day, D. M. Hadfield. D. Hopkins, A. Hargreaves and C. Chapman (Eds) *Effective leadership for school improvement* (pp.158-179). London: Routledge Falmer.
- Day, C. Harris, A. and Hadfield M. (2001) Challenging the orthodoxy of effective school leadership. *International Journal of Leadership in Education*, 4 (1), 39–56.
- Deal, T. and Peterson, K. (2016) *Shaping school culture*. San Francisco, CA: Jossey-Bass.
- DeGroot, T., Kiker, D. and Cross, T. (2000). A meta-analysis to review organizational outcomes related to charismatic leadership. *Canadian Journal of Administrative Sciences*, 17 (4), 356-371.
- Demir, K. (2008) Transformational leadership and collective efficacy: the moderating roles of collaborative culture and teachers' self-efficacy. *Eurasian Journal of Educational Research*, 33, 93-112.

- Demirtas, Z. (2010) Teachers' job satisfaction levels. *Procedia - Social and Behavioral Sciences*. (9), 1069-1073.
- Denscombe, M. (2009) Item non-response rates: a comparison of online and paper questionnaires. *International Journal of Social Research Methodology*, 12(4), 281–91.
- Denscombe, M. (2010) *The good research guide: for small-scale social research projects*. (4th edition). London: Open University Press.
- Denscombe, M. (2014) *The good research guide: for small-scale social research projects*. (5th edition). London: Open University Press.
- Diaz-Saenz, H. (2011) Transformational leadership. In A. Bryman, D. Collinson, K. Grint, B. Jackson and M. Uhl-Bien (Eds.), *The SAGE handbook of leadership* (pp. 299-310). Thousand Oaks, CA: Sage.
- Dimmock, C. (2012) *Leadership, capacity building and school improvement, concepts, themes and Impact*. London: Routledge.
- Dimmock, C. and Walker, A. (1998) Comparative educational administration: Developing a crosscultural conceptual framework. *Educational Administration Quarterly*, 34(4), 558–595.
- Downton, J. (1973) *Rebel leadership: Commitment and charisma in the revolutionary process*. New York: Free Press.
- Duke, D. (2010) *Differentiating school leadership: Facing the challenges of practice*. Thousand Oaks, CA: Corwin Press.
- Eagly, A. Johannesen-Schmidt, M. and van Engen, M. (2003) Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*, 129 (4), 569–591.
- Etikan, I. Musa, S and Alkassim, R. (2016) Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*. 5(1), 1–4.
- Eyal, O. and Roth, G. (2011) Principals' leadership and teachers' motivation: self-determination theory analysis. *Journal of Educational Administration*, 49 (3), 256-275.
- Fidler, B. (2002) *Strategic Management for School development: Leading Your School's Improvement Strategy*. London: Paul Chapman.
- Fullan, M. (2001) *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Gall, M. Borg, W. and Gall, J. (1996) *Educational research: An introduction* (6th edition). White Plains, N.Y.: Longman Publishers USA.

- Gall, M. , Gall, J. and Borg, W. (2003) *Educational research: An introduction* (7th edition). Boston: Allyn and Bacon.
- Gaudet, S. and Robert, D. (2018) *A journey through qualitative research*. Los Angeles: Sage.
- Gay, L., Mills, G. and Airasian, P. (2006) *Educational research: Competencies for analysis and applications* (8th edition) Upper Saddle River, NJ: Pearson Prentice Hall.
- Gay, L., Mills, G. and Airasian, P. (2012) *Educational research Competencies for analysis and application* (10th edition). Boston: Pearson.
- Geel, A. (2016) Separate or together? Women-only public spaces and participation of Saudi women in the public domain in Saudi Arabia. *Contemporary Islam*, 10, 357–378.
- Geijsel, F. Sleegers, P. Leithwood, K. and Jantzi, D. (2003) Transformational leadership effects on teachers' commitment and effort toward school reform. *Journal of Educational Administration*, 41 (3), 228-256.
- General Authority for Statistics. (2018) *General Authority for Statistics*. Retrieved 20 May 2018 from <https://www.stats.gov.sa/en/node>.
- Gobo, G (2004) Sampling, representativeness and generalizability. In Seale, C., Gobo, G., Gubrium, J., Silverman, D (2004) *Qualitative research practice* (pp335-456). London: Sage.
- Gonaim, F. and Peters, F. (2017) Effective Leadership Characteristics and Behaviors for Female Department Chairs in Higher Education in Saudi Arabia. *European Journal of Education Studies*, 3 (1), 1-22.
- Grant, A. (2012) Leading with meaning: beneficiary contact, prosocial impact, and the performance effects of transformational leadership?. *Academy of Management Journal*, 55 (2), 458-476.
- Greene, J. (2005) The generative potential of mixed methods inquiry. *Westminster Studies in Education*, 28(2), 207-211.
- Greene, J. Caracelli, V. and Graham, W. (1989) Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11 (3), 255-274.
- Griffith, J. (2004) Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 42 (3), 333-356.

- Gubrium J. and Holstein, J. (2012) Narrative practice and the transformation of interview subjectivity. In Gubrium, J. (Eds.) *The sage Handbook of Interview Research: The Complexity of the Craft* (2nd edition, pp. 27–43). London: Sage.
- Gunter, Helen M., and Tanya Fitzgerald. (2008) "The future of leadership research?" *School Leadership and Management* 28, no. 3: 261-279.
- Hallinger, P. and Heck, R. (1998). Exploring the principal's contribution to school effectiveness: 1980 – 1995. *School Effectiveness and School Improvement*, 9(2), 157 – 191.
- Hallinger, P. (2003) Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33 (3), 329-351.
- Hallinger, P. (2011) Leadership for learning: lessons from 40 years of empirical research. *Journal of Educational Administration*, 49, (2), 125-142.
- Hallinger, P. and W. Hammad. (2017) Knowledge Production on Educational Leadership and Management In Arab Societies: A Systematic Review of Research. *Educational Management Administration and Leadership*, DOI: 1741143217717280.
- Hallinger, P. and Heck, R. (1998) Exploring the principal's contribution to school effectiveness: 1980 – 1995. *School Effectiveness and School Improvement*, 9(2), 157-191.
- Hallinger, P. and Heck, R. (2002) what do you call people with visions? The role of vision, mission and goals in school improvement, In: Leithwood, K., Hallinger, P. and Furman, G. (2002). *Second International Handbook of Educational Leadership and Administration*. Dordrecht: Springer Netherlands.
- Hallinger, P. and Murphy, J. (1985) Assessing the instructional leadership behavior of principals. *Elementary School Journal*, 86(2), 217-248.
- Hallinger, P. and Murphy, J. (1986) The social context of effective schools. *American Journal of Education*, 94(3), 328–355.
- Hammad, W. and Shah, S. (2018) Dissonance Between the “International” and the Conservative “National”: Challenges Facing School Leaders in International Schools in Saudi Arabia. *Educational Administration Quarterly*, 54(5), 747-780.
- Hammond, M. and Wellington, J. (2012) *Research Methods: The Key Concepts*. London: Routledge.
- Harris, A. (2002) Effective leadership in schools facing challenging contexts. *School Leadership and Management*, 22 (1), 15 -26.

- Harris, A. (2005). Leading or misleading? Distributed leadership and school improvement. *Journal of Curriculum Studies*, 37(3), 255-265.
- Hart, C. (2001) *Doing a literature search, a comprehensive guide for the social sciences*. London: Sage.
- Hattie, J. (1992) Measuring the effects of schooling. *Australian Journal of Education*, 36(1), 5-13
- Hauserman, C. and Stick, S. (2013) The leadership teachers want from principals: Transformational. *Canadian Journal of Education*, 36, 184- 203.
- Heck, R. (1996) Leadership and culture: Conceptual and methodological issues in comparing models across cultural settings. *Journal of Educational Administration*, 34(5), 74–97
- Hersey, P., Angelini, A. and Carakushansky, S. (1982) The impact of situational leadership and classroom structure on learning effectiveness. *Group and Organization Studies*, 7(2), 216-224.
- Hofstede, G. (2001) *Culture's consequences: comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, CA: Sage.
- House, R. (1971) A path goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, (3), 321-338.
- Hoy, W. and Brown, B (1988) Leadership Behaviour of Principals and the Zone of Acceptance of Elementary Teachers. *Journal of Educational Administration*, 26 (1), 23–38.
- Huber, S. and West, M. (2002) Developing school leaders: A critical review of current practices, approaches and issues, and some directions for the future. In Leithwood, K. and Hallinger, P. (Eds.), *Second International Handbook of Educational Leadership and Administration Part 2* (pp.1071-1101). Dordrecht: Kluwer.
- Ibrahim, A. Al-Taneiji, S. (2013) Principal leadership style, school performance, and principal effectiveness in Dubai schools. *International Journal of Research Studies in Education*, 2 (1), 41-54.
- Illies, R., Judge, T., and Wagner, D. (2006) Making sense of motivational leadership: The trail from transformational leaders to motivated followers. *Journal of Leadership and Organizational Studies*, 13(1), 1–22.
- IMF. (2019). *Saudi Arabia: Staff Concluding Statement of the 2019 Article IV Mission*. Retrieved 16 July 2019 from: <https://www.imf.org/en/News/Articles/2019/05/15/mcs051519-saudi-arabia-staff-concluding-statement-of-the-2019-article-iv-mission>.

- Ingersoll, R. (2001) Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Ivankova, N., Creswell, J. and Stick, S. (2006) Using mixed-methods sequential explanatory design: from theory to practice. *Field Methods*, 18 (1), 3-20.
- Jabareen, Y. (2009) Building conceptual framework: Philosophy, definitions and procedure. *International Journal of Qualitative Methods*, 8(4), 49–62.
- Johns, G. (2001). In praise of context. *Journal of Organizational Behavior*, (22), 31 – 42.
- Johnson, B. (1998) Organizing for collaboration: a reconsideration of some basic organizing principles. In D. G. Pounder (Ed.), *Restructuring schools for collaboration: Promises and pitfalls* (pp. 9–25). Albany: State University of New York Press.
- Johnson, R. and Onwuegbuzle, A. (2004) Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Judge, T. and Piccolo, R. (2004) Transformational and transactional leadership: a meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89 (5), 755– 768.
- Judge, T. Woolf, E. Hurst, C. and Livingston, B. (2008) Leadership. In Barling, J. and Cooper, C.L. (eds), *The SAGE Handbook of Organizational Behavior: Volume 1, Micro Approaches* (pp. 334–352). Los Angeles, CA: Sage.
- Khalil, D. and Karim, M. (2016) Saudi Arabia: School Leadership in Saudi Arabia. In Ärlestig, H. Day, C. and Johansson, O. (Eds.). *A decade of Research on School Principals: Cases from 24 countries* (pp. 503-520), Dordrecht, Netherlands: Springer.
- Kotter, J. (1990) *A force for change, how leadership differs from management*. New York, NY: the Free Press.
- Kouzes, J. and Posner, B. (2010) *The truth about leadership: The no-fads heart-of-the-matter facts you need to know*. San Francisco, CA: Jossey-Bass.
- Kouzes, J. and Posner, B. (2002) *Leadership challenge* (3rd edition). San Francisco: Jossey-Bass.
- Kouzes, J. and Posner, B. (2012) *The leadership challenge: How to Make Extraordinary Things Happen in Organizations* (5th edition). San Francisco, CA: JosseyBass.
- Krathwohl, D. (2004) *Methods of educational and social science research An Integrated Approach (2nd Edition)*. Long Grove, Ill.: Waveland Press.
- Lambert, L. (2002) A framework for shared leadership. *Educational Leadership*, 59 (8), 37-40.

- Lashway, L. (1997) *Leading with vision*. Eugene, OR: Clearinghouse on Educational Management.
- Layton, J. K. (2003) *Transformational leadership and the middle school principal*. West Lafayette, IN: Purdue University Press.
- Leithwood, K. (1994) Leadership for school restructuring. *Educational Administration Quarterly*, 30(4), 498–518.
- Leithwood, K. and Jantzi, D. (2005) A review of transformational school leadership research, 1996-2005. *Leadership and Policy in Schools*, 4 (3), 177-199.
- Leithwood, K., and Jantzi, D. (2006) Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201-227.
- Leithwood K. and Poplin M. (1992) The move toward transformational leadership. *Educational Leadership*, 49(5), 8–12.
- Leithwood, K. and Riehl, C. (2003) *What We Know About Successful School Leadership*. Nottingham: National College for School Leadership.
- Leithwood, K. and Sun, J. (2012) The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48 (3), 387-423.
- Leithwood, K. Jantzi, D. and Steinbach, R. (1999) *Changing Leadership for Changing Times*. Buckingham: Open University Press.
- Leithwood, K. Seashore, L. Anderson, S. and Wahlstrom, K. (2004) *How leadership influences student learning*. New York, NY: The Wallace Foundation. Retrieved 20 May 2018 from <https://conservancy.umn.edu/bitstream/handle/11299/2035/CAREI?sequence=1>.
- Leithwood, K., Harris, A. and Strauss, T. (2010) *Leading school turnaround. How Successful Leaders Transform Low-Performing schools*. San Francisco: Jossey-Bass.
- Leithwood, K., Sun, J. and Pollock, K. (2017) *How School Leaders Contribute to Student Success*. Cham: Springer.
- Leithwood, K Harris, A. and Hopkins, D. (2008) Seven strong claims about successful school leadership. *School Leadership and Management*, 28 (1), 27-42.
- Lester, F. (2005) On the theoretical, conceptual, and philosophical foundations for research in mathematics education. *Zentralblatt für Didaktik der Mathematik*, 37(6), 457-467.

- Likert, R. (1961) *New patterns of management*. New York, NY: McGraw-Hill.
- Litz, D. and Scott, S. (2017) Transformational leadership in the educational system of the United Arab Emirates. *Educational Management Administration and Leadership*, 45(4), 566–587.
- Louis, K. Leithwood, K., Wahlstrom, K. and Anderson, S. (2010) *Investigating the links to improved student learning: Final report of research findings*. New York: The Wallace Foundation. Retrieved 13 May 2018 from https://conservancy.umn.edu/bitstream/handle/11299/140885/Learning-from-Leadership_Final-Research-Report_July-2010.pdf?sequence=1&isAllowed=y.
- Lowe, K., Kroeck, K. and Sivasubramaniam, N. (1996) Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. *Leadership Quarterly*, 7(3), 385-425.
- Locke, E. (1969) What is job satisfaction? *Organizational Behavior and Human Performance*, (4), 309-336.
- Macneil, A. Prater, D. and Busch, S. (2009) The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12 (1), 73-84.
- Mann, S. (2016) *The Research Interview: Reflective Practice and Reflexivity in Research Processes*. Hampshire, England: Palgrave Macmillan
- Marghalani, S. (2018) Islamic Education in Saudi Arabia. In: Daun H., Arjmand R. (eds) *Handbook of Islamic Education. International Handbooks of Religion and Education*, vol 7. Cham (pp. 611-624). Stockholm University, Stockholm, Sweden: Springer.
- Marks, H. and Printy, S. (2003) Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397
- Maroun, N. Samman, H. Moujaes, C., and Abouchakra, R. (2008) *How to succeed at education reform: The case for Saudi Arabia and the broader GCC region*. Washington, DC: Booz and Company. Retrieved 13 May 2018 from [http://www.booz.com/me/home/what we think/40007409/40007869/40650797?pg=all](http://www.booz.com/me/home/what_we_think/40007409/40007869/40650797?pg=all).
- Marzano, R. (2003) *What works in schools: Translating research into action*. Alexandria, VA: ASCD.
- Marzano, R. J. and Waters, T. (2009) *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree Press.

- Marzano, R. Waters, T., and McNulty, B. (2005) *School leadership that works: From Research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathison, S. (1988) Why triangulate? *Educational Researcher*, 17(2), 13-17.
- May, T. (2001) *Social Research: Issues, Methods and Process* (3rd edition). Buckingham: Open University press.
- Meijer, R. (2010) 'The gender segregation (ikhtilāf) debate in Saudi Arabia: reform and the clash between 'ulamā' and liberals. *Journal of Islamic Studies*, 30, 2–32.
- Menon, M. (2014) 'The relationship between transformational leadership, perceived leader effectiveness and teachers' job satisfaction. *Journal of Educational Administration*, 52(4), 509-528.
- Merriam, S. (2002) *Qualitative research in practice: Examples for discussion and analysis*, (1st edition). San Francisco: Jossey-Bass.
- Merriam, S. and Tisdell, E. (2015) *Qualitative Research: A Guide to Design and Implementation*, (4th Edition). San Francisco: John Wiley and Sons.
- Middlewood, D. and Abbott, I. (2017) *Managing Staff for Improved Performance: Human Resource Management in Schools*. London, UK: Bloomsbury Publishing.
- Miles, M. Huberman, A. and Saldana, J. (2014) *Qualitative data analysis: A methods Sourcebook*, (3rd edition). Los Angeles: Sage.
- Miller, T. and Miller, J. (2001) Educational leadership in the new millennium: a vision for 2020. *International Journal of Leadership in Education*, 4 (2), 181–89.
- Mindgarden.com. (2016). *Psychological Assessment Tools for Research Professionals - Mind Garden*. Retrieved 21 DEC. 2016 from <https://www.mindgarden.com/content/27-researcher-established#horizontalTab4>.
- Ministry of education, (2018) *Education and Vision 2030*. Retrieved 14 July 2018 from <https://www.moe.gov.sa/en/Pages/vision2030.aspx>.
- Moriba, S and Edwards, M. (2015) 'Tribalism and its consequences: A cancer infecting the corpus of educational leadership in many West African countries. *Educational Leadership: Global Contexts and International Comparisons* (18), 81-122.
- Muijs, D. and Harris, A. (2003) Teacher leadership—Improvement through empowerment? An overview of the literature. *Educational Management Administration and Leadership*, 31(4), 437-448.

- Murphy, J. (2017) Creating Communities of Professionalism: Addressing Cultural and Structural Barriers. In Leithwood, K., Sun, J. and Pollock, K. (ed). *How School Leaders Contribute to Student Success*(pp.239-261). Cham: Springer.
- Najai, M. (1987) Leadership behavior of secondary school principals and teachers morale in Southern Saudi Arabia. Ph.D. Dissertation form University of Southern California.
- Naile, I. and Selesho, J. (2014) The role of leadership in employee motivation. *Mediterranean Journal of Social Sciences*, 5(3), 175-182.
- Nettles, S. and Herrington, C. (2007) Revising the importance of the direct effects of school leadership on student achievement: The implications for school improvement policy. *Peabody Journal of Education*, 82(4), 724–736.
- Nguni, S. Slegers, P. and Denessen, E. (2006) Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: the Tanzanian case. *School Effectiveness and School Improvement*, 17 (2), 145-177.
- Nir, A. and Kranot, N. (2006) School principal's leadership style and teachers' self-efficacy. *Planning and Changing*, 37, 205-218.
- Northouse, P. (2006) *Leadership: Theory and practice* (3rd edition.). London: Sage Publications.
- Northouse, P. G. (2013) *Leadership: Theory and practice* (6th edition). Thousand Oaks, CA: Sage Publications.
- Northouse, P. (2016) *Leadership theory and practice* (7th edition). Thousand Oaks, CA: Sage.
- Ohio University | College of Arts & Sciences. (2018) *42 Saudi Educators Spending Year at OHIO in School Leadership Immersion Program - Ohio University | College of Arts & Sciences*. Retrieved 20 May 2018 from <https://www.ohio-forum.com/2018/08/42-saudi-educators-spending-year-at-ohio-in-school-leadership-immersion-program/>.
- Onorato, M. (2013) Transformational leadership style in the education sector: An empirical study of corporate managers and educational leaders. *Academy of Educational Leadership Journal*, 17(1), 33-47.
- Oplatka, I. and Arar, K. (2017) the research on educational leadership and management in the Arab world since the 1990s: A systematic review. *Review of Education*, 5 (3) 267–307.
- Patton, M. (2001) *Qualitative Evaluation and Research Methods*. (2nd edition) . Newbury Park, CA: Sage.

- Patton M. (2002). *Qualitative research and evaluation methods* (3rd edition). Thousand Oaks, CA: Sage Publications.
- Patton, M. (2015). *Qualitative research and evaluation methods* (4th edition). Los Angeles, Calif.: Sage.
- Pavan, A. (2013) A new perspective on the quest for education: The Saudi Arabian way to knowledge society. *Higher Education Studies*, 3(6), 25-34.
- Pawar, B. and Eastman, K. (1997) the nature and implications of contextual influences on transformational leadership: a conceptual examination. *Academy of Management Review*, 22 (1), 80 – 109.
- Pelled, L. and Xin, K. (1997) Birds of feather: Leader-member demographic similarity and organizational attachment in Mexico. *Leadership Quarterly*, 8(4), 433–450.
- Podsakoff, P., Mackenzie, R. Moorman and R. Fetter (1990) Transformational Leader Behaviors and Their Effects on Followers' Trust in Leader, Satisfaction, and Organizational Citizenship Behaviors. *Leadership Quarterly*, 1 (2), 107-142.
- Punch, K. (2009) *Introduction to research methods in education*. London: SAGE.
- Rapley, T. (2004) interview. In Seale, C. Gobo, G. Gubrium, J. Silverman, D (2004) *Qualitative research practice*, (pp15-33). London: SAGE.
- Roberts, C. (2004) *The dissertation journey: A practical and comprehensive guide to planning, writing and defending your dissertation*. Thousand Oaks, California: Corwin Press.
- Robinson, V., Lloyd, C and. Rowe, K. (2008) The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44, (5) 635-674.
- Robson, C. (2011) *Real world research: A resource for social research in applied settings* (3rd edition). Oxford: Blackwell Publishing.
- Royal Embassy of Saudi Arabia (2018) *the Embassy of the Kingdom of Saudi Arabia*. Retrieved 20 May 2018 from <https://www.saudiembassy.net/embassy>.
- Saleh, I. and Khine, M. (2014) *Reframing Transformational Leadership: New School Culture and Effectiveness*. Vol. 6. New York, NY: Springer.
- Sadler, P. (2003) *Leadership* (2nd edition). London: Kogan Page.
- Saudi Arabian Cultural Mission, SACM. (2018) *Scholarships*. Retrieved 25 May 2018 from <https://sacm.org.au/scholarships/>.

- Scherp, H. (2013) Quantifying qualitative data using cognitive maps. *International Journal of Research and Method in Education*, 36 (1), 67–81.
- Schriesheim, C. Bird, B. (1979) Contributions of the Ohio State studies to the field of leadership. *Journal of Management*, 5, 135-145.
- Seidman, I. (2006) *Interviewing as Qualitative Research: A Guide for Researchers in the Social Sciences* (3rd edition). New York: Teachers College Press.
- Seltzer, J. and Bass, B. (1990) Transformational leadership: beyond initiation and consideration. *Journal of Management*, 16 (4), 693-703.
- Senge, P. (2012) *Schools that learn*. New York, NY: Crown Business.
- Silins, H. Mulford, W. (2004) Schools as learning organisations: Effects on teacher leadership and student outcomes. *School Effectiveness and School Improvement*, 15(3–4), 443–466.
- Skaalvik, E. and Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27, 1029-1038.
- Sparkes, A. (1992) The Paradigms Debate: An Extended Review and a Celebration of Difference. In Sparkes, A. ed. *Research in Physical Education and Sport Exploring Alternative Visions*. (pp. 9-60). London: The Falmer Press.
- Stewart, J. (2006) Transformational leadership: an evolving concept examined through the works of Burns, Bass, Avolio, and Leithwood. *Canadian Journal of Educational Administration and Policy*, 54, 1-24.
- Stogdill, R. (1948) Personal factors associated with leadership: A survey of the literature. *The Journal of Psychology*, 25, (1)35-71.
- Stogdill, R. (1950) Leadership, membership and organization. *Psychological Bulletin*, 47 (1)1–14.
- Stogdill, R. (1974) *Handbook of Leadership: A Survey of Literature*. New York: Free Press.
- Shapira-Lishchinsky, O. and Litchka, P. (2018) the relationship between teachers' perceptions of transformational leadership practices and the social ecological model: Universal vs national culture, *International Journal of Educational Management*, 32 (6), 1118-1134
- Tatweer, P. (2014) *King Abdullah bin Abdul-Aziz public education development project*. Retrieved 20 September 2018 from <https://www.tatweer.edu.sa/Storage/9b44a0a2-0f8d-4e86-bd81-58496210458b/@%D9%86%D9%85%D9%88%D8%B0%D8%AC%20%D8%AA%D8%>

[B7%D9%88%D9%8A%D8%B1%20%D8%A7%D9%84%D9%85%D8%AF%D8%A7%D8%B1%D8%B3-ilovepdf-compressed.pdf](#).

Tatweer.sa. (2018) *Tatweer company* Retrieved 20 May 2018 from <https://www.tatweer.sa/>.

Thoonen, E., Slegers, P., Oort, J. Peetsma, T. and Geijsel, F. (2011) How to improve teaching practices: the role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, 47 (3), 496-536.

Tejeda, M. Scandura, T. and Pillai, R., (2001) The MLQ revisited: Psychometric properties and recommendations. *The Leadership Quarterly*, 12(1), 31-52.

Tschannen-Moran, M. and Garey, C. (2017) Principals, Trust, and Cultivating Vibrant Schools. In Leithwood, K., Sun, J. and Pollock, K. (ed). *How School Leaders Contribute to Student Success* (pp.153-174). Cham: Springer.

Vision2030.gov.sa. (2018) *Saudi Vision 2030*. Retrieved 20 May 2018 from <https://vision2030.gov.sa/en/node>.

Wahlstrom, K. and Louis, K. (2008) how teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational Administration Quarterly*, 44(4), 458-495.

Walker, J. and Slear, S. (2011) the impact of principal leadership behaviors on the efficacy of new and experienced middle school teachers. *NASSP Bulletin*, 95(1), 46–64.

Warrick, D. (2011) the urgent need for skilled transformational leaders: Integrating transformational leadership and organization development. *Journal of Leadership, Accountability and Ethics*, 8(5), 11-26.

Waters, J. Marzano, R. and McNulty, B. (2003) *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-Continent Research for Education and Learning. Retrieved 20 May 2018 from <https://files.eric.ed.gov/fulltext/ED481972.pdf>.

Weiss, R. (1994) *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: The Free Press.

Whitaker, T. (2012) What great principals do differently: eighteen things that matter most (2nd edition). New York, NY: Eye on Education.

Willis, J. W. (2007) *Foundations of qualitative research: Interpretive and critical approaches*. Thousand Oaks, CA: Sage Publications.

- Winokur, I. and Sperandio, J. (2016) Leadership for effective teacher training transfer in Kuwaiti secondary schools. *Teacher Development*, 21(2), 192-207.
- Wiseman, A. (2010) The uses of evidence for educational policymaking: Global contexts and international trends. *Review of Research in Education*, 34(1), 1–24.
- Wynbrandt, J. (2004). *A Brief History of Saudi Arabia*. New York: Infobase Pub.
- Xin Ma and Robert B. (1999) Influences of Workplace Conditions on 'Teachers' Job Satisfaction, *The Journal of Educational Research*, 93 (1), 39-47.
- Yin, R. (2003) *Case study research design and methods* (2nd edition). Thousand Oaks: Sage Publication.
- Yin, R. (2009) *Case study research: Design and methods* (4th edition). Thousand Oaks: Sage Publication.
- Yukl, G. (2013) *Leadership in organizations* (8th edition). Harlow, UK: Pearson.

Appendix A: The University of Warwick ethical approval



Application for Ethical Approval for Research Degrees

(PhD, EdD, MA by research)

Student number: 1157550

Student name: Abdullah Alharbi

PhD

Project title: Leadership styles and choices: a mixed method investigation of leadership theories (transformational, transactional and passive) and their practical influence in Saudi Arabian state secondary schools.

Supervisor: Associate Professor: Ian Abbott

Funding body (if relevant):

Please ensure you have read the Guidance for the Ethical Conduct of Research available in the handbook.

Methodology

Please outline the methodology, e.g. observation, individual interviews, focus groups, group testing etc.

The methodological framework is mixed methods design which includes survey (questionnaires); interviews and focus groups.

Participants

Please specify all participants in the research including ages of children and young people where appropriate. Also specify if any participants are vulnerable e.g. children; as a result of learning disability.

All participants will be 18 or over. The participants in the first phase include 300 education sector staff; for instance, school leaders and teachers from 16 public secondary schools. The participants in the second phase will include school leaders and teachers from 8 public secondary schools with a total of 24 participants.

Respect for participants' rights and dignity

How will the fundamental rights and dignity of participants be respected, e.g. confidentiality, respect of cultural and religious values?

All participants will receive consent forms explaining the nature of the study and all communications will be delivered in the participants' native language (Arabic). All participants will be the same sex as the researcher: male. Finally, participant schools are single sex institutions.

Privacy and confidentiality

How will confidentiality be assured? Please address all aspects of research including protection of data records, thesis, reports/papers that might arise from the study.

In terms of their confidentiality, no individuals or schools name will be mentioned. Also, all participants will be aware of the process; for instance, the data gathered will be used solely for research purposes and this data will not be shared with others except my supervisor.

Consent

How will prior informed consent be obtained from the following?

From participants:

All participants, school leaders and teachers will receive informed consent forms in order to explain the nature of the research. All participants will respond to agree whether to participate in this research. Also, the informed consent forms will explain the process of the study and the consequences.

From others:

Permission from the Ministry of Education has been obtained in order to collect the required data.

If prior informed consent is not to be obtained, give reason:

Will participants be explicitly informed of the student's status? Yes

Competence

How will you ensure that all methods used are undertaken with the necessary competence?

The researcher has undertaken all appropriate professional training courses and is aware of all codes and procedures for the conduct of research. Furthermore, the researcher's work will be supervised.

Protection of participants

How will participants' safety and well-being be safeguarded?

Participants will be informed of their right to withdraw; any risks will be explained; anonymity and confidentiality of data will be assured.

Child protection

Will a CRB check be needed? Yes ☐ No ☒ (If yes, please attach a copy.)

Addressing dilemmas

Even well planned research can produce ethical dilemmas. How will you address any ethical dilemmas that may arise in your research?

These issues will be discussed with my supervisor and the advice would be heeded.

Misuse of research

How will you seek to ensure that the research and the evidence resulting from it are not misused?

The data will be protected and removed when the research is completed. Also, the research will be published only with the benefit of advice from my supervisor.

Support for research participants

What action is proposed if sensitive issues are raised or a participant becomes upset?

All participants have the right to withdraw. Any sensitive issues will be alerted to my research supervisor. All conduct will comply with the legal framework.

Integrity

How will you ensure that your research and its reporting are honest, fair and respectful to others?


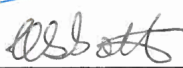
As mentioned above, the researcher has undertaken all appropriate training courses and is aware of all codes and procedures for the conduct of research. Furthermore, the researcher's work will be supervised.

What agreement has been made for the attribution of authorship by yourself and your supervisor(s) of any reports or publications?

No agreement has been made; this will be discussed with my supervisor.

Other issues

Please specify other issues not discussed above, if any, and how you will address them.

Signed:	
Student: 	Date: 08/02/2017
Supervisor: I.D. Abbott 	Date: 08/02/2017

Please submit this form to the Research Office (Donna Jay, Room B1.43)

Office use only

Action taken:

- ☒ Approved
☐ Approved with modification or conditions – see below
☐ Action deferred. Please supply additional information or clarification – see below

Name: MICHAEL HAMMOND

Signature: 

Date: 8/02/2017

Stamped:

Notes of Action:

Appendix B: Permission form to use the MLQ

For use by Abdullah Alharbi only. Received from Mind Garden, Inc. on November 4, 2016



To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material for his/her thesis or dissertation research:

Instrument: ***Multifactor Leadership Questionnaire***

Authors: ***Bruce Avolio and Bernard Bass*** Copyright:

1995 by Bruce Avolio and Bernard Bass

Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any other published material.

Sincerely,



Robert
Most Mind
Garden,
Inc.

www.mindgarden.com

© 1995 Bruce Avolio and Bernard Bass. All rights reserved in all media.

Published by Mind Garden, Inc., www.mindgarden.com

Appendix C: MOE permission (English version)

بسم الله الرحمن الرحيم

المملكة العربية السعودية - القصيم
المكتب العربي للترجمة والطباعة
ترخيص رقم : ١٥١
عضوية الغرفة التجارية ٦٩١٩
التاريخ

A.O.T.T.

Kingdom of Saudi Arabia - Al-Gassim
Arabi Office For Translation & Typing
LICENSE NO. 151
C. No. : 6919
3 - MAR 2017

Date
Kingdom of Saudi Arabia
Ministry of Education
280
The General Directorate of
Education in Al Qassim
Research and Studies

The General Directorate of Education in Al Qassim
Administrative development and planning
No. 38531396
Date: 29/3/1438-28/12/2016

In Regards of facilitating the mission of the researcher: Abdullah Al harbi

Circulation for Secondary schools- for boys

Dear : School's Principal

Upon the letter of the Acting Culture Attaché in London, dated 8/3/1438AH-07/12/2016AD, in regards of facilitating the mission of the post graduate student for the PhD degree/ **ALHARBI, ABDULLAH MOHAMMED A**, for the research entitled (What are school leaders' and teachers' perceptions of school leadership styles and the reported consequences of these styles in boys' secondary schools in Saudi Arabia ?).

I hope you facilitate his mission within the scope of his research.

Planning and Development Managing Director
Mohamed Naser Al Majhady
Officially Signed



Handwritten signature

01056

٠١٠٥٦

Appendix D: MOE permission (Arabic version).



تعميم خاص بالمدارس الثانوية - بنين

المكرم/ قائد مدرسة وفقه الله

السلام عليكم ورحمة الله وبركاته

بناءً على إفادة القائم بأعمال الملحق الثقافي في لندن رقم بدون وتاريخ ١٤٣٨/٣/٨ هـ ، بشأن تسهيل مهمة طالب الدراسات العليا لمرحلة الدكتوراه/ عبد الله بن محمد عبد الله الحربي لبحثه المعنون بـ (تصورات مدراء المدارس ومعلميها عن أسلوب النمط القيادي وأثرها على أداء المعلمين في المملكة العربية السعودية) .
أأمل التكرم بتسهيل مهمته في حدود موضوع بحثه .
والسلام عليكم ورحمة الله وبركاته ..

مدير إدارة التخطيط والتطوير
محمد بن ناصر المجدي



ص / إدارة التخطيط والتطوير (البحوث)

١٠٠

السعوي

Appendix E: MLQ leader questionnaire form (English version)

For use by Abdullah Alharbi only. Received from Mind Garden, Inc. on November 2, 2016

Multifactor Leadership Questionnaire

Leader Form

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.**

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4
1. I provide others with assistance in exchange for their efforts				
0	1	2	3	4
2. I re-examine critical assumptions to question whether they are appropriate				
0	1	2	3	4
3. I fail to interfere until problems become serious				
0	1	2	3	4
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards				
0	1	2	3	4
5. I avoid getting involved when important issues arise				

Copyright 1995, 2000, 2004 by Bernard Bass and Bruce Avolio. All rights reserved.

Published by Mind Garden, Inc., www.mindgarden.com

(Second section of the survey)

Here you just have to choose the appropriate answer by placing a circle on the appropriate number for your situation:

46. How old are you:

1-from 20 to 30

2-from 31 to 40

3-Above 40

47Qualification obtained:

1- Diploma

2- Bachelor degree

3 - Master

4- Ph.D.

48. How many years have you worked in this school?

1- Less than 10 years

2- From 11 to 25 years

3- More than 25 years

49. How many students are enrolled in your school?

1- From 1 to 100

2- From 101 to 300

3-Above 301

50. How many staff is in your school?

1- From 1 to 15

2- From 16 to 25

3- More than 25

51- Have you attended any (sessions - workshops) or any role related to educational leadership during your career?

1-Yes

2-No

If yes, how many:

1- One

2- Three

3- More than three

52 - What do you think are the qualities of ideal (effective, good) leader? Explain please?

The qualities of effective school leaders are.....

Thank you for participating in this questionnaire.

Appendix F: MLQ leader questionnaire form (Arabic version)

استبيان المدير

السلام عليكم ورحمة الله وبركاته: اخي مدير المدرسة في البدايه اشكر لك استجابتك للاجابة علي هذا الاستبيان. نعلم جميعا اهميه اسلوب القائد المدرسي في مدرسته سواء علي المعلمين او علي العمليه التعليميه. الهدف من هذا الاستبيان هو معرفه الاسلوب القيادي الشائع في المدارس. الاستبيان عبارته عن (52) فقره. القسم الاول منه عبارته عن (45) فقره عليك فقط وضع علامه (صح) امام الرقم المناسب لوصف اسلوبك في قيادتك لمدرستك. القسم الثاني عبارته عن (6) فقرات (معلومات عامه) عليك فقط اختيار الرقم المناسب بوضع دائره او صح عليه. القسم الاخير(فقره واحده) تتعلق برأيك عن صفات القائد المثالي.

ملاحظة: ستستغرق الاجابه علي هذا الاستبيان حوالي من (15 الي 20) دقيقه. لانقم بكتابه اسمك علي هذا الاستبيان. اذا لديك اي استفسارات يمكنك التواصل معي علي الرقم 0535746154 عبدالله الحربي. اقدر استجابتك للمشاركة.

(القسم الاول من الاستبانه) فيما يلي قائمه جمل وصفية تصف نمطك واسلوبك القيادي، يرجى إعطاء حكمك حول مدى اتفاق ذلك مع سلوكك القيادي بوضع علامه (صح) علي الرقم المناسب.

م	الفقره	دائما	غالبا	احيانا	نادرا	مطلقا
4	3	2	1	0		
1	امنح الآخرين المساعدة مقابل جهودهم					
2	أعيد فحص فرضيات بيئه العمل المدرسي لكي أتأكد من انها مناسبة					
3	لاأنتدخّل في حل الامور حتى تصبح المشكلات خطيرة					
4	أركز انتباهي على الأمور الخارجة عن المألوف، وعلى الأخطاء					
5	أتجنب التورط عند ظهور أو نشوء قضايا حساسة ومهمة					

(القسم الثاني من الاسئله) اخي المدير هنا عليك فقط اختيار الاجابه المناسبه بوضع دائره علي الرقم المناسب لحالتك:

46- كم هو عمرك:

1- من 20 الي 30

2- من 31 الي 40

3- فوق 40

47- ماهي الشهاده الحاصل عليها:

1- دبلوم

2- بكالوريوس

3- ماجستير

4- دكتوراه

48- كم هي عدد سنوات خدمتك:

1- اقل من 10 سنوات

2- من 11 الي 25 سنه

3- اكثر من 25 سنه

49- كم هو عدد طلاب مدرستك:

1- من 1 الي 100

2- من 101 الي 300

3- فوق 301

50- كم هو عدد موظفي مدرستك (معلمين ووكلاء ومدير):

1- من 1 الي 15

2- من 16 الي 25

3- اكثر من 25

51- هل حضرت اي (دورات-ورش عمل) او اي دوره لها علاقه بالقياده التربويه واساليب التعامل مع المعلمين خلال حياتك الوظيفيه.

1- نعم

2- لا

اذا كانت الاجابه بنعم فكم هو عددها:

1- واحده

2- ثلاثه

3- اكثر من ثلاثه

52- ماهي وجهه نظرك (تصورك) في صفات القائد المثالي (الجيد) المناسب لعصرنا الحالي.

انتهت الاسئله

اشكر لك مشاركتك في هذا الاستبيان وجزاك الله خير

Appendix G: MLQ teacher questionnaire form (English version)

For use by Abdullah Alharbi only. Received from Mind Garden, Inc. on November 2, 2016

Rater Form

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is used to describe the leadership style of the above-mentioned individual as you perceive it. Answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Some times	Fairly often	Frequently, if not always
0	1	2	3	4

The Person I Am _____

Rating _____

- | | | | | | |
|---|---|---|---|---|---|
| 1. Provides me with assistance in exchange for my efforts | 0 | 1 | 2 | 3 | 4 |
| 2. *Re-examines critical assumptions to question whether they are appropriate | 0 | 1 | 2 | 3 | 4 |
| 3. Fails to interfere until problems become serious | 0 | 1 | 2 | 3 | 4 |
| 4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards | 0 | 1 | 2 | 3 | 4 |
| 5. Avoids getting involved when important issues arise | 0 | 1 | 2 | 3 | 4 |

Copyright 1995, 2000, 2004 by Bernard Bass and Bruce Avolio. All rights reserved.

Published by Mind Garden, Inc., www.mindgarden.com

(Second section of the survey)

Here you just have to choose the answer that is appropriate to your situation:

46. How old are you?

1- From 20 to 30

2- From 31 to 40

3. Above 40

47. Qualification obtained?

1- Diploma

2- Bachelor degree

3 - Master

4- Ph.D.

48. How many years have you worked in this school?

1- Less than 10 years

2- From 11 to 25 years

3- More than 25 years

49- What is your view of the qualities of an ideal leader (effective, good) leader? Please explain?

The qualities of the ideal school leader are ...

Notes: Dear teacher: my study also involves interview lasting 25 minutes; are you willing to participate in the interview phase? If yes, please write your mobile number in order to communicate with you.

Thank you for participating in this survey.

Appendix H: MLQ teacher questionnaire form (Arabic version)

استبيان المعلم

السلام عليكم ورحمة الله وبركاته: اخي المعلم في البدايه اشكر لك استجابتك للاجابة علي هذا الاستبيان. نعلم جميعا اهميه اسلوب القائد المدرسي في مدرسته سواء علي المعلمين او علي العمليه التعليميه. الهدف من هذا الاستبيان هو معرفه الاسلوب القيادي الشائع في المدارس. الاستبيان عبارته عن (49) فقره . القسم الاول عبارته عن (45) فقره عليك فقط وضع علامه (صح) امام الرقم المناسب لوصف اسلوب قائد مدرستك. القسم الثاني عبارته عن (3) فقرات (معلومات عامه) عليك فقط اختيار الرقم المناسب بوضع دائره عليه. القسم الاخير (فقره واحده) تتعلق برأيك عن صفات القائد المثالي.

ملاحظة: ستستغرق الاجابه علي هذا الاستبيان من (15 الي 20) دقيقه. لاتقم بكتابه اسمك علي هذا الاستبيان. اذا لديك اي استفسارات يمكنك التواصل معي علي الرقم 0535746154 عبدالله الحربي . اقدر استجابتك للمشاركة.

(القسم الاول من الاستبانه) فيما يلي قائمه جمل وصفية حول الاساليب القيادية، يرجى إعطاء حكمك حول مدى إظهار مدير مدرستك للسلوك القيادي المذكور بوضع علامه (صح) علي الرقم المناسب. قاندي في المدرسه.....

م	الفقره	دائما	غالبا	احيانا	نادرا	مطلقا
0	1	2	3	4		
1	بمنحني المساعده مقابل جهودي في العمل					
2	يعيد فحص فرضيات بينه العمل المدرسي لكي يتأكد من انها مناسبة					
3	لايتدخل في حل المشاكل الا حينما تصبح خطيرة					
4	يركز انتباهه على الأمور الخارجة عن المألوف، وعلى الأخطاء					
5	يتجنب التورط عند ظهور أو نشوء قضايا حساسة ومهمة					

Teacher background data Arabic

(القسم الثاني من الاسئله) اخي المعلم هنا عليك فقط اختيار الاجابه المناسبه بوضع دائره او صح علي الرقم المناسب لحالتك:

46- كم هو عمرك:

1- من 20 الي 30

2- من 31 الي 40

3- فوق 40

47- ماهي الشهاده الحاصل عليها:

1- دبلوم

2- بكالوريوس

3- ماجستير

4- دكتوراه

48- كم هي عدد سنوات خدمتك:

1- اقل من 10 سنوات

2- من 11 الي 25 سنه

3- اكثر من 25 سنه

49- ماهي وجهه نظرك (تصورك) في صفات القائد المثالي (الجيد) المناسب لعصرنا الحالي؟

ملاحظه: عزيزي المعلم دراستي تشمل مقابله شخصيه ايضا لمدى 25 دقيقه : هل لديك الرغبه في المشاركه ؟ اذا كانت الاجابه نعم اكتب رقمك وسيتم الاتصال بك.

اشكر لك مشاركتك في هذا الاستبيان.

Appendix I: Informed consent form leader survey (English version)

Dear principal...

My name is Abdullah Alharbi; I am a PhD student at the University of Warwick, UK. I am conducting research which is titled: what are school leaders' and teachers' perceptions of the implemented leadership style and the reported consequences of these styles in boys' secondary schools in Saudi Arabia? This research is aiming to identify the dominant leadership styles and their effects. The survey consists of three sections; the first section is about the implemented leadership style in your school. The second section is about your age, qualification, year of experiences, number of students in your school, number of staff and any leadership course that you have obtained. The third section is an open-ended question, which asks you to describe the characteristics of an effective leader.

Authorization has been obtained from the Department of Education in Saudi Arabia. In addition, ethical approval had been granted from The University of Warwick in order to collect the study data. However, this research involves different elements which you need to know before participating in this research.

- 1- Your participation in this study is not compulsory and you can withdraw at any time.**
- 2- There is no risk from participating in this research.**
- 3- Your name and your school name will not be mentioned in this research.**
- 4- You can leave questions blank if you are not willing to answer them.**
- 5- The collected data will be used for research purposes only.**
- 6- The responses will be kept confidential.**
- 7- You understand what the study involves.**
- 8- You have now an opportunity to ask any questions.**
- 9- You have the right to contact the researcher at any time.**

Leader's signature:

Student Supervisor: Dr. Ian Abbott; University of Warwick Centre for Education Studies.

For inquiries:

The researcher: Abdullah Alharbi, phone no: 0506169245

Or email A.M.A.ALHARBI@WARWICK.AC.UK or abo.leen2010@hotmail.com.

Website <https://warwick.ac.uk/fac/soc/ces/postgrads/pgr/eportfolios/u1157550/>

Code used for school ()

Appendix J: Informed consent form leader survey (Arabic version)

عزيزي مدير المدرسة....

اسمي عبدالله الحربي ، أنا طالب دكتوراه في جامعة وارويك ، المملكة المتحدة. أقوم بإجراء بحث بعنوان: ما هي تصورات قادة المدارس والمدرسين حول أسلوب القيادة المنفذة والعواقب المبلغ عنها لهذه الأساليب في المدارس الثانوية للبنين في المملكة العربية السعودية؟ يهدف هذا البحث إلى تحديد أساليب القيادة المسيطرة وآثارها. يتكون المسح من ثلاثة أقسام ؛ يتناول القسم الأول أسلوب القيادة الذي تم تنفيذه في مدرستك. القسم الثاني يتعلق بعمرك ومؤهلك وسنة خبرتك وعدد الطلاب في مدرستك وعدد الموظفين وأي دورة قيادة حصلت عليها. القسم الثالث هو سؤال مفتوح يطالبك بوصف صفات القائد الفعال.

تم الحصول على تصريح من وزارة التربية والتعليم في المملكة العربية السعودية. بالإضافة إلى ذلك ، تم منح الموافقة الأخلاقية من جامعة وارويك من أجل جمع بيانات الدراسة. ومع ذلك ، يتضمن هذا البحث عناصر مختلفة تحتاج إلى معرفتها قبل المشاركة في هذا البحث.

1-مشاركتك في هذه الدراسة ليست إلزامية ويمكنك الانسحاب في أي وقت.

2- يوجد أي ضرر من المشاركة في هذا البحث.

3- لن يتم ذكر اسمك واسم مدرستك في هذا البحث.

4- يمكنك ترك الأسئلة فارغة إذا كنت لا ترغب في الإجابة عنها.

5- سيتم استخدام البيانات التي تم جمعها لغرض البحث.

6- سيتم الحفاظ على سريته الردود.

7- انت تفهم ما تنطوي عليه الدراسة.

8- لديك الآن فرصة لطرح أي أسئلة.

9- لديك الحق في الاتصال بالباحث في أي وقت.

توقيع القائد:

المشرف علي الطالب: د. إيان أبوت. مركز جامعة وارويك للدراسات التربوية.

للاستفسارات:

الباحث: عبدالله الحربي ، هاتف: 0506169245

A.M.A.ALHARBI@WARWICK.AC.UK أو abo.leen2010@hotmail.com.

https://warwick.acuk/fac/soc/ces/postgrads/pgr/eportfolios/u1157550/ موقع الويب

() الرمز المستخدم في المدرسة

Appendix K: Informed consent form teacher survey (English version)

Dear teacher...

My name is Abdullah Alharbi; I am a PhD student at the University of Warwick, UK. I am conducting research which is titled: what are school leaders' and teachers' perceptions of the implemented leadership style and the reported consequences of these styles in boys' secondary schools in Saudi Arabia? This research is aiming to identify the dominant leadership styles and their effects. The survey consists of three sections; the first section is about the implemented leadership style in your school. The second section is about your age, qualification and year of experiences. The third section is an open-ended question, which asks you to describe the characteristics of an effective leader.

Authorization has been obtained from the Department of Education in Saudi Arabia. In addition, ethical approval had been granted from The University of Warwick in order to collect the study data. However, this research involves different elements which you need to know before participating in this research.

- 1- Your participation in this study is not compulsory and you can withdraw at any time.**
- 2- There is no risk from participating in this research.**
- 3- Your name and your school name will not be mentioned in this research.**
- 4- You can leave questions blank if you are not willing to answer them.**
- 5- The collected data will be used for research purposes only.**
- 6- The responses will be kept confidential.**
- 7- You understand what the study involves.**
- 8- You have now an opportunity to ask any questions.**
- 9- You have the right to contact the researcher at any time.**

Teacher's signature:

Student Supervisor: Dr. Ian Abbott; University of Warwick Centre for Education Studies.

For inquiries:

The researcher: Abdullah Alharbi, phone no: 0506169245

Email A.M.A.ALHARBI@WARWICK.AC.UK or abo.leen2010@hotmail.com.

Website <https://warwick.ac.uk/fac/soc/ces/postgrads/pgt/eportfolios/u1157550/>

Code used for school ()

Appendix L: Informed consent form teacher survey (Arabic version)

عزيزي المعلم....

اسمي عبدالله الحربي ، أنا طالب دكتوراه في جامعة وارويك ، المملكة المتحدة. أقوم بإجراء بحث بعنوان: ما هي تصورات قادة المدارس والمدرسين حول أسلوب القيادة المنفذة والعواقب المبلغ عنها لهذه الأساليب في المدارس الثانوية للبنين في المملكة العربية السعودية؟ يهدف هذا البحث إلى تحديد أساليب القيادة المسيطرة وآثارها. يتكون المسح من ثلاثة أقسام ؛ يتناول القسم الأول أسلوب القيادة الذي تم تنفيذه في مدرستك. القسم الثاني يتعلق بعمرك ومؤهلاتك وسنة خبرتك القسم الثالث هو سؤال مفتوح يطالبك بوصف صفات القائد الفعال.

تم الحصول على تصريح من وزارة التربية والتعليم في المملكة العربية السعودية. بالإضافة إلى ذلك ، تم منح الموافقة الأخلاقية من جامعة وارويك من أجل جمع بيانات الدراسة. ومع ذلك ، يتضمن هذا البحث عناصر مختلفة تحتاج إلى معرفتها قبل المشاركة في هذا البحث.

1-مشاركتك في هذه الدراسة ليست إلزامية ويمكنك الانسحاب في أي وقت.

2-لا يوجد أي ضرر من المشاركة في هذا البحث.

3- لن يتم ذكر اسمك واسم مدرستك في هذا البحث.

4- يمكنك ترك الأسئلة فارغة إذا كنت لا ترغب في الإجابة عنها.

5- سيتم استخدام البيانات التي تم جمعها لغرض البحث.

6- سيتم الحفاظ على سرية الردود.

7- انت علي درايه كامله ما تنطوي عليه الدراسة.

8- لديك الآن فرصة لطرح أي أسئلة.

9- لديك الحق في الاتصال بالباحث في أي وقت.

توقيع المعلم:

المشرف علي الطالب: د. إيان أبوت. مركز جامعة وارويك للدراسات التربوية.

للاستفسارات:

الباحث: عبدالله الحربي ، هاتف: 0506169245

A.M.A.ALHARBI@WARWICK.AC.UK أو abo.leen2010@hotmail.com.

<https://warwick.ac.uk/fac/soc/ces/postgrads/pgr/eportfolios/u1157550/> موقع الويب

الرمز المستخدم في المدرسة ()

Appendix M: Leader interview questions (English version)

1 - Questions related to career.

- 1-1 Have you ever led a school before this school? If yes, for how long?
- 1-2 How many years have you been in charge of this school?
- 1-3 How did you become a leader of this school (for example) did you get any qualification or courses to be a leader? If (no) explain how you become a leader.

2 - Questions related to the implemented style; and the school culture.

- 2-1 Could you explain to me how you lead your school? For example, do you involve others when making decisions?
- 2-2 could you explain to me how is the culture of your school in terms of the overall atmosphere (teamwork, sharing experiences, support, training, etc)?
- 2-3 Could you explain to me how you interact with your teachers at your school; and do you think this interaction will create a difference?
- 2-4 Could you explain to me how you should make decisions at your school; and why do you think it is important to involve teachers when making some decisions?
- 2-5 Do you have a specific goal in your school? How do you interact with your employees to reach this goal?
- 2-6 Do you use a single leadership style, or are you using a variety of styles?
- 2-7 Can you give me an example of a leadership style that you have used in your school?
- 2-8 How do you communicate with your teachers?
- 2-9 Do you think trust between the teacher and the leader is important for success?
- 2-10 Can you explain to me the methods you used to build trust between you and teachers? (for example you are always available and have relationships with them involved in making decisions etc) And do you think trust an important element? And why?

3- Questions related to the benefits.

- 3-1 What do you think are the benefits of participation with teachers? Will this impact on teachers' satisfaction and motivation? Why?
- 3-2 What do you think are the benefits of using various leadership styles when leading your school? Will this affect a teacher's performance? Why?
- 3-3 What do you think are the benefits of using a punishments and reward strategy when dealing with teachers? What are the pros and cons?
- 3-4 What do you think are the benefits of leaving teachers to do their work by themselves without supervision? What are the pros and cons?
- 3-5 What do you think are the benefits of building good relationships with teachers?

4- Saudi context

- 4-1 What do you think are the reasons that might prevent leaders from using a specific leadership style? Why?
- 4-2 To what extent do you think the Department of Education impacts on your leadership style?
- 4-3 Do you believe that Saudi teachers are different and leaders must adopt a specific leadership style with them? And why?

5. Questions related to effective leaders.

- 5.1 What do you think is the difference between a manager and a leader? Which one do you think better, and why?
- 5.2 What do you think are the characteristics of an effective leader?
- 5.3 What do you think is the best way to get an effective leader? For example, (communicating with employees, trusting, listening, teamwork etc?
- 5.4 Finally, what is your advice for the leader to be more effective?

Appendix N: Leader interview questions (Arabic version)

أسئلة مقابلة القائد:

1- أسئلة متعلقة بالمهنة؟

- 1-1 هل سبق لك أن قمت مدرسة قبل هذه المدرسة؟ إذا كان الجواب نعم ، إلى متى؟
- 2-1 كم سنة كنت مسؤولاً عن هذه المدرسة؟
- 3-1 كيف أصبحت قائداً لهذه المدرسة (على سبيل المثال) هل حصلت على أي مؤهل أو دورات لتكون رائداً؟ إذا كان (لا) يشرح كيف أصبح قائداً؟

2- أسئلة تتعلق بالنمط ؛ والثقافة المدرسية؟

- 1-2 هل يمكن أن تشرح لي كيف تقود مدرستك؟ على سبيل المثال ، هل تشرك الآخرين عند اتخاذ القرارات؟
- 2-2 هل يمكن أن توضح لي كيف هي ثقافة مدرستك من حيث الجو العام. (العمل الجماعي ، تبادل الخبرات ، الدعم ، التدريب ، إلخ؟
- 3-2 هل يمكن أن توضح لي كيف تتفاعل مع مدرسيك في مدرستك ؛ وهل تعتقد أن هذا التفاعل سيخلق فرقاً؟
- 4-2 هل يمكن أن تشرح لي كيف يجب أن تتخذ القرارات في مدرستك. ولماذا تعتقد أنه من المهم إشراك المعلمين عند اتخاذ بعض القرارات؟
- 5-2 هل لديك هدف محدد في مدرستك؟ كيف تتفاعل مع موظفيك للوصول إلى هذا الهدف؟
- 6-2 هل تستخدم أسلوب قيادة واحد أم أنك تستخدم مجموعة متنوعة من الأنماط؟
- 7-2 هل يمكن أن تعطيني مثالاً عن أسلوب القيادة الذي استخدمته في مدرستك؟
- 8-2 كيف تتواصل مع مدرسيك؟
- 9-2 هل تعتقد أن الثقة بين المعلم والقائد مهمة للنجاح؟
- 10-2 هل يمكن أن تشرح لي الطرق التي استخدمتها لبناء الثقة بينك وبين المدرسين (على سبيل المثال أنك دائماً متواجد ولديك علاقات تشارك في اتخاذ القرارات إلخ؟ وهل تعتقد أن عنصر الثقة مهم؟ ولماذا؟

3- أسئلة تتعلق بالمزايا؟

- 1-3 ما هي في رأيك فوائد المشاركة مع المعلمين ؛ هل سيؤثر ذلك على رضا المعلمين وتحفيزهم؟ لماذا؟
- 2-3 ما رأيك في فائدة استخدام أساليب القيادة المختلفة عند قيادة مدرستك؟ هل سيؤثر ذلك على أداء المعلم؟ لماذا؟
- 3-3 ما هي في رأيك فوائد استخدام العقوبات ومكافأة عند التعامل مع المعلمين؟ لماذا الايجابيات والسلبيات؟
- 4-3 ما هي في رأيك فوائد ترك المعلمين للقيام بعملهم بأنفسهم دون إشراف؟ لماذا الايجابيات والسلبيات؟
- 5-3 ما هي في رأيك فوائد بناء علاقات جيدة مع المعلمين؟

4- السياق السعودي

- 1-4 ما هي في رأيك الأسباب التي قد تمنع القادة من استخدام أسلوب قيادة محدد؟ لماذا؟
- 2-4 إلى أي مدى تعتقد تأثير إدارة التعليم على أسلوب قيادتك؟
- 3-4 هل تعتقد أن المدرسين السعوديين مختلفون ويجب على القادة تبني أسلوب قيادي محدد معهم؟ ولماذا؟

5- أسئلة تتعلق بالقيادة الفعالين؟

- 1-5 ما هو الفرق بين المدير والقائد؟ وأي واحد رأيك أفضل ، ولماذا؟
- 2-5 ما رأيك في مميزات القائد الفعال؟
- 3-5 ما رأيك في أفضل طريقة للحصول على قائد فعال؟ على سبيل المثال (التواصل مع الموظفين ، والثقة ، والاستماع ، والعمل الجماعي وما إلى ذلك؟
- 4-5 أخيراً ، ما هي نصيحتك لكي يكون القائد أكثر فعالية؟

Appendix O: Teacher interview questions (English version)

1 - Questions related to your career?

- 1.1 How many years have you worked with this leader?
- 1-2 How did the school leader become a leader? Do you have any idea about this (for example) was he awarded any certificate or courses to be in this position?

2 - Questions related to the implemented style; and the school culture .

- 2-1 Could you explain to me how the school leader leads the school; for example, does he involve others when making decisions?
- 2.2 Could you explain to me how is the culture of your school in terms of the overall atmosphere (teamwork, sharing experiences, support, training, etc)?
- 2.3 Could you explain to me how the school leader interactS with teachers at your school; and do you think this interaction will create a difference?
- 2.4 Could you explain to me how should a leader make decisions at your school; and why do you think it is important to involve teachers when making some decisions?
- 2.5 Do you have a specific goal in your school? How does your leader interact with employees to reach this goal?
- 2.6 Does your leader use a single leadership style or use a variety of styles?
- 2.7 Can you give me an example of a leadership style that has been used in your school?
- 2-8 How does the leader communicate with teachers?
- 2.9 Do you think trust between the teacher and the leader is important for success?
- 2.10 Can you explain to me the methods that have been used to build trust between the leader and teachers?

3- Questions related to the benefits.

- 3-1 What do you think are the benefits of participation with teachers; will this impact teachers' satisfaction and motivation? Why?
- 3.2 What do you think are the benefits of using various leadership styles when leading a school; will this affect a teacher's performance? Why?
- 3.3 What do you think are the benefits of using a punishments and reward strategy when dealing with teachers? Why pros and cons?
- 3.4 What do you think are the benefits of leaving teachers to do their work by themselves without supervision? Why pros and cons?
- 3-5 What do you think are the benefits of building good relationships with teachers?

4- Saudi context

- 4.1 What do you think are the reasons that might prevent leaders from using a specific leadership style? Why?
- 4-2 To what extent do you think is the impact of the Department of Education on school leader leadership style?
- 4.3 Do you believe that the Saudi teachers are different and leaders must adopt a specific leadership style with them? And why?

5. Questions related to effective leaders.

- 5.1 What do you think is the difference between a manager and a leader; and which one do you think better, and why?
- 5.2 What do you think is the characteristic of an effective leader?
- 5.3 What do you think is the best way to get an effective leader? For example (communicating with employees, trusting, listening, teamwork etc)?
- 5.4 Finally, what is your advice for a leader to be more effective?

Appendix P: Teacher interview questions (Arabic version)

(أسئلة مقابلة المعلم (الإنجليزية)

1- أسئلة متعلقة بحياتك المهنية.

1-1 كم سنة عملت مع هذا القائد؟

2-1 كيف أصبح قائد المدرسة قائداً؟ هل لديك أي فكرة عن هذا (على سبيل المثال) هل حصل على أي شهادة أو دورات في هذا المنصب؟

2- أسئلة تتعلق بالنمط المنفذ ؛ والثقافة المدرسية؟

1-2 هل يمكن أن تشرح لي كيف يقود قائد المدرسة المدرسة. على سبيل المثال ، هل يشارك الآخرين عند اتخاذ القرارات؟

2-2 هل يمكن أن توضح لي كيف هي ثقافة مدرستك من حيث الجو العام. (العمل الجماعي ، تبادل الخبرات ، الدعم ، التدريب ، إلخ؟

3-2 هل يمكن أن توضح لي كيف يتفاعل قائد المدرسة مع المعلمين في مدرستك ؛ وهل تعتقد أن هذا التفاعل سيخلق فرقاً؟

4-2 هل يمكن أن تشرح لي كيف يجب على القائد اتخاذ القرارات في مدرستك. ولماذا تعتقد أنه من المهم إشراك المعلمين عند اتخاذ بعض

القرارات؟

5-2 هل لديك هدف محدد في مدرستك؟ كيف يتفاعل قائدك مع الموظفين للوصول إلى هذا الهدف؟

6-2 هل يستخدم قائدك أسلوب قيادة واحد أم يستخدم مجموعة متنوعة من الأساليب؟

7-2 هل يمكن أن تعطيني مثالاً عن أسلوب قيادي تم استخدامه في مدرستك؟

8-2 كيف يتواصل القائد مع المعلمين؟

9-2 هل تعتقد أن الثقة بين المعلم والقائد مهمة للنجاح؟

10-2 هل يمكن أن توضح لي الطرق التي استخدمت لبناء الثقة بين القائد والمعلمين؟

3- أسئلة تتعلق بالمزايا؟

1-3 ما هي في رأيك فوائد المشاركة مع المعلمين ؛ هل سيؤثر ذلك على رضا المعلمين وتحفيزهم؟ لماذا؟

2-3 ما رأيك في فائدة استخدام أساليب القيادة المختلفة عند المدرسة ؛ هل سيؤثر ذلك على أداء المعلم؟ لماذا؟

3-3 ما هي في رأيك فوائد استخدام العقوبات والمكافآت عند التعامل مع المعلمين؟ لماذا الايجابيات والسلبيات؟

4-3 ما هي في رأيك فوائد ترك المعلمين للقيام بعملهم بأنفسهم دون إشراف؟ لماذا الايجابيات والسلبيات؟

5-3 ما هي في رأيك فوائد بناء علاقات جيدة مع المعلمين؟

4- السياق السعودي

1-4 ما هي في رأيك الأسباب التي قد تمنع القادة من استخدام أسلوب قيادة محدد؟ لماذا؟

2-4 إلى أي مدى تعتقد أن هناك تأثير من إدارة التعليم على أسلوب القيادة في قيادة المدرسة؟

3-4 هل تعتقد أن المدرسين السعوديين مختلفون ويجب على القادة تبني أسلوب قيادي محدد معهم؟ ولماذا؟

5- أسئلة تتعلق بالقيادة الفعالين؟

1-5 ما هو الفرق بين المدير والقائد؟ وأي واحد رأيك أفضل ، ولماذا؟

2-5 ما هي في رأيك سمة القائد الفعال؟

3-5 ما رأيك في أفضل طريقة للحصول على قائد فعال؟ على سبيل المثال (التواصل مع الموظفين ، الثقة ، والاستماع ، والعمل الجماعي

وما إلى ذلك؟

4-5 أخيراً ، ما هي نصيحتك للقائد لكي تكون أكثر فعالية؟

Appendix Q: Informed consent form leader interview (English version)

Dear principal...

My name is Abdullah Alharbi; I am a PhD student at the University of Warwick, UK. I am conducting research which is titled: what are school leaders' and teachers' perceptions of the implemented leadership style and the reported consequences of these styles in boys' secondary schools in Saudi Arabia? This research is aiming to identify the dominant leadership styles and their effects. The interview has five different sections; questions related to participant's career; questions related to the implemented style and the school culture; questions related to the benefits of different leadership styles; questions related to Saudi context and finally questions related to the characteristics of the effective leaders?

Authorization has been obtained from the Department of Education in Saudi Arabia. In addition, ethical approval had been granted from The University of Warwick in order to collect the study data. However, this research involves different elements which you need to know before participating in this research.

- 1- Your participation in this study is not compulsory and you can withdraw at any time.**
- 2- There is no risk from participating in this research.**
- 3- Your name and your school name will not be mentioned in this research.**
- 4- You can leave questions without answer if you are not willing to answer them.**
- 5- The collected interview data will be used for research purposes only.**
- 6- The responses will be kept confidential.**
- 7- You understand what the study involves.**
- 8- You have now an opportunity to ask any questions.**
- 9- You have the right to contact the researcher at any time.**
- 10- You have the right if you want to be recorded or not.**

Leader's signature:

Student Supervisor: Dr. Ian Abbott; University of Warwick Centre for Education Studies.

For inquiries:

The researcher: Abdullah Alharbi, phone no: 0506169245

Or email A.M.A.ALHARBI@WARWICK.AC.UK or abo.leen2010@hotmail.com.

Website <https://warwick.ac.uk/fac/soc/ces/postgrads/pgr/eportfolios/u1157550/>

Code used for school ()

Appendix R: Informed consent form leader interview (Arabic version)

اخي مدير المدرسة...

اسمي عبدالله الحربي ، طالب دكتوراه في جامعة وارويك ، المملكة المتحدة. أقوم بإجراء بحث بعنوان: ما هي تصورات قادة المدارس والمدرسين حول أسلوب القيادة المنفذة والعواقب المبلغ عنها لهذه الأساليب في المدارس الثانوية للبنين في المملكة العربية السعودية؟ يهدف هذا البحث إلى تحديد أساليب القيادة المسيطرة وأثارها. تحتوي المقابلة على خمسة أقسام مختلفة ؛ أسئلة متعلقة بمسيرة المشارك ؛ أسئلة المتعلقة بالأسلوب القيادي والثقافة المدرسية ؛ أسئلة تتعلق بمزايا أساليب القيادة المختلفة ؛ أسئلة تتعلق بالسياق السعودي وأخيراً أسئلة تتعلق بخصائص القادة الفعالين؟

تم الحصول على تصريح من وزارة التربية والتعليم في المملكة العربية السعودية. بالإضافة إلى ذلك ، تم منح الموافقة الأخلاقية من جامعة وارويك من أجل جمع بيانات الدراسة. ومع ذلك ، يتضمن هذا البحث عناصر مختلفة تحتاج إلى معرفتها قبل المشاركة في هذا البحث.

1- مشاركتك في هذه الدراسة ليست إلزامية ويمكنك الانسحاب في أي وقت.

2- لا يوجد أي ضرر من المشاركة في هذا البحث.

3- لن يتم ذكر اسمك واسم مدرستك في هذا البحث.

4- يمكنك ترك الأسئلة دون إجابة إذا لم ترغب في الإجابة عنها.

5- سيتم استخدام بيانات المقابلة التي تم جمعها لغرض البحث

6- سيتم الحفاظ على سرية الردود

7- أنت علي درايه تامه بطبيعة الدراسة.

8- لديك الآن فرصة لطرح أي أسئلة.

9- لك الحق في الاتصال بالباحث في أي وقت.

10- لديك الحق إذا كنت تريد أن تسجل المقابلة أم لا

توقيع القائد:

المشرف علي الطالب: د. إيان أبوت. مركز جامعة وارويك للدراسات التربوية.

للاستفسارات:

الباحث: عبدالله الحربي ، هاتف: 0506169245

A.M.A.ALHARBI@WARWICK.AC.UK أو abo.leen2010@hotmail.com.

https://warwick.ac.uk/fac/soc/ces/postgrads/pgr/eportfolios/u1157550/ موقع الويب

الرمز المستخدم في المدرسة ()

Appendix S: Informed consent form teacher interview (English version)

Dear teacher...

My name is Abdullah Alharbi; I am a PhD student at the University of Warwick, UK. I am conducting research which is titled: what are school leaders' and teachers' perceptions of the implemented leadership style and the reported consequences of these styles in boys' secondary schools in Saudi Arabia? This research is aiming to identify the dominant leadership styles and their effects. The interview has five different sections; questions related to participant's career; questions related to the implemented style and the school culture; questions related to the benefits of different leadership styles; questions related to Saudi context and finally questions related to the characteristics of effective leaders?

Authorization has been obtained from the Department of Education in Saudi Arabia. In addition, ethical approval had been granted from The University of Warwick in order to collect the study data. However, this research involves different elements which you need to know before participating in this research.

- 1- Your participation in this study is not compulsory and you can withdraw at any time.**
- 2- There is no risk from participating in this research.**
- 3- Your name and your school name will not be mentioned in this research.**
- 4- You can leave questions without answer if you do not willing to answer them.**
- 5- The collected interview data will be used for research purposes only.**
- 6- The responses will be kept confidential.**
- 7- You understand what the study involves.**
- 8- You have now an opportunity to ask any questions.**
- 9- You have the right to contact the researcher at any time.**
- 10- You have the right if you want to be recorded or not.**

Teacher's signature:

Student Supervisor: Dr. Ian Abbott; University of Warwick Centre for Education Studies.

For inquiries:

The researcher: Abdullah Alharbi, phone no: 0506169245 Or email A.M.A.ALHARBI@WARWICK.AC.UK or abo.leen2010@hotmail.com.

Website <https://warwick.ac.uk/fac/soc/ces/postgrads/pgr/eportfolios/u1157550/>

Code used for school ()

Appendix T: Informed consent form teacher interview (Arabic version)

اخي المعلم ...

اسمي عبدالله الحربي ، طالب دكتوراه في جامعة وارويك ، المملكة المتحدة. أقوم بإجراء بحث بعنوان: ما هي تصورات قادة المدارس والمدرسين حول أسلوب القيادة المنفذة والعواقب المبلغ عنها لهذه الأساليب في المدارس الثانوية للبنين في المملكة العربية السعودية؟ يهدف هذا البحث إلى تحديد أساليب القيادة المسيطرة وأثارها. تحتوي المقابلة على خمسة أقسام مختلفة ؛ أسئلة متعلقة بمسيرة المشارك ؛ أسئلة المتعلقة بالأسلوب القيادي والثقافة المدرسية ؛ أسئلة تتعلق بمزايا أساليب القيادة المختلفة ؛ أسئلة تتعلق بالسياق السعودي وأخيراً أسئلة تتعلق بخصائص القادة الفعالين؟

تم الحصول على تصريح من وزارة التربية والتعليم في المملكة العربية السعودية. بالإضافة إلى ذلك ، تم منح الموافقة الأخلاقية من جامعة وارويك من أجل جمع بيانات الدراسة. ومع ذلك ، يتضمن هذا البحث عناصر مختلفة تحتاج إلى معرفتها قبل المشاركة في هذا البحث.

1- مشاركتك في هذه الدراسة ليست إلزامية ويمكنك الانسحاب في أي وقت.

2- لا يوجد أي ضرر من المشاركة في هذا البحث.

3- لن يتم ذكر اسمك واسم مدرستك في هذا البحث.

4- يمكنك ترك الأسئلة دون إجابة إذا لم ترغب في الإجابة عنها.

5- سيتم استخدام بيانات المقابلة التي تم جمعها لغرض البحث

6- سيتم الحفاظ على سرية الردود

7- أنت علي درايه تامه بطبيعة الدراسة.

8- لديك الآن فرصة لطرح أي أسئلة.

9- لك الحق في الاتصال بالباحث في أي وقت.

10- لديك الحق إذا كنت تريد أن تسجل المقابلة أم لا

توقيع المعلم:

المشرف علي الطالب: د. إيان أبوت. مركز جامعة وارويك للدراسات التربوية.

للاستفسارات:

الباحث: عبدالله الحربي ، هاتف: 0506169245

A.M.A.ALHARBI@WARWICK.AC.UK أو abo.leen2010@hotmail.com.

<https://warwick.ac.uk/fac/soc/ces/postgrads/pgr/eportfolios/u1157550/> موقع الويب

الرمز المستخدم في المدرسة ()

Appendix U: Worked examples of how the researcher coded the qualitative data

- **Exploring inspiration motivation behaviours (used style)**

- 1- I told teachers that our first **goal** is raising students' academic ability; I want the students to feel that they are making a difference and making progress.
- 2- The **goal** in this school is very important; it's set up at the beginning of the academic year.
- 3- Decision in my school goes through **consultation**.
- 4- Our work in this school is based on Shura.
- 5- We prefer to decide **collectively** with the rest of teachers.
- 6- We **drew up** our plan before the start of the academic year.

- **Exploring Intellectual Stimulator behaviours (used style)**

- 1- I organised for groups with the same specialization **to visit each other**, so each one may **open a door** for each other; also, a teacher sometimes has an idea that he thinks is right, but when **working with others** he can recognise he is wrong. This approach might generate **innovations**.
- 2- Continuing on a specific path is not worthwhile [...] Teachers need to **interact** in order to **exchange** ideas and to be **creative**.
- 3- Our method is to **review** everything we implemented in the previous term and see what the negatives and positives are. Through this **review** we can use the data to modify any negative aspects and continue with the positive.

- **Exploring Individualized consideration behaviours (used style)**

- 1- Our school leader sees that teachers need more **training** [...] he can arrange **course** development for teachers.
- 2- One of the most important goals in my school is **training**; for instance, over the past year, 80% of my employees have taken **different courses** in several areas.

- **Exploring situational leadership style (used style)**

- 1- If I see deliberate low performance my style can be changed, so I would use a **corrective** style.
- 2- It was sometimes necessary for you to be strong and to take different measures **according the situation**.
- 3- Our school leaders do not rely too much on a particular pattern. He treats each individual and employee **according to their individual differences**.

- **Exploring an effective leader** (Role model such as respect, caring, being a model, being committed, and being fair).

- 1- The ideal leaders tell people what to do and **do it before them**.
 - 2- The most important advice to a leader is that he deals with everyone in a **mature style** and as a leader you must be **a model**, because you are an educator.
 - 3- My advice for a new leader is that if you **respect** your staff you will be **respected** by others. **Appreciate** others' circumstances: if a person has a specific circumstance, give him what he wants; he will feel obliged to be grateful and you will find in return a good result.
- **Exploring an effective leader** (vision).
 - 1- In my school there is **a clear path**.
 - 2- Effective leaders are those who **draw up a plan** for each teacher from the beginning.
 - **Exploring an effective leader** (Intellectual stimulation).
 - 1- an effective leader is someone who makes teachers **face challenges**
 - 2- An effective leader is a creative leader who encourages you to **face problems** and try to solve them with others in cooperative ways.
 - 3- The effective leader **stimulates** and **encourages** teachers.
 - 4- The effective leader opens the way for teachers to be **creative**.
 - 5- The effective leader establishes **a stimulating working environment** that makes us more creative and smart.